MINISTRY OF EDUCATION AND TECHNICAL EDUCATION
وزارة التربية والتعليم والتعليم الفني

Connect

Primary 3

Student's Book



Term 1

Nicola Gardner

Foreword

This is a pivotal time in the history of the Ministry of Education and Technical Education (MOETE) in Egypt. We are embarking on the transformation of Egypt's K-12 education system (Education 2.0) starting in September 2018 with KG1, KG2 and Primary 1, continuing to be rolled out year after year until 2030. We are transforming the way in which students learn, to prepare Egypt's youth to succeed in a future world that we cannot entirely imagine. The rapid technological advancement and disruptions to industries and the workplace requires MOETE to undergo a major configuration of when to learn and what to learn. The foundational skills of literacy, numeracy and digital literacy are the core. Education at a young age also needs to be multidisciplinary to broaden students' horizons, integrating the essential soft skills and competencies such as communication and critical thinking into the school curriculum. There must be joy in learning so that students are motivated to engage in lifelong learning throughout their lives keeping up and staying ahead of changes in the world.

Curriculum is not the end but the beginning of the important process of changing Egypt's education system. MOETE is very proud to present this new series of textbooks, Connect, with the accompanying digital learning materials that capture its vision of the transformational journey. This is the result of much consultation, much thought and a lot of work. We have drawn on the best expertise and experience from national and international organizations and education professionals to support us in translating our vision into an innovative national curriculum framework and exciting and inspiring print and digital learning materials.

The MOETE extends its deep appreciation to its own Central Administration of Curriculum Development (CACD) and specifically, the CACD Director and the amazing team there. MOETE is also very grateful to the minister's there senior advisors for curriculum and early childhood education. Our deep appreciation goes to Discovery Education, Nahdet Masr, Longman Egypt, UNICEF, UNESCO, World Bank Education Experts and UK Education Experts who, collectively, supported the development of Egypt's national curriculum framework. I also thank the Egyptian Faculty of Education professors who participated in reviewing the national curriculum framework. Finally, I thank each and every MOETE administrator in all MOETE sectors as well as the MOETE subject counsellors who participated in the process.

This transformation of Egypt's education system would not have been possible without the significant support of Egypt's current president, His Excellency President Abdel Fattah El-Sisi. Overhauling the education system is part of the president's vision of 'rebuilding the Egyptian citizen' and it is closely coordinated with the Ministries of Higher Education and Scientific Research, Culture, and Youth and Sports. Education 2.0 is only a part in a bigger national effort to propel Egypt to the ranks of developed countries and to ensure a great future to all of its citizens.

A Word from the Minister of Education and Technical Education

Dear students and fellow teachers,

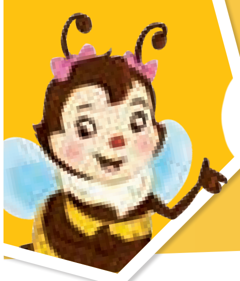
It gives me great pleasure to celebrate this crucial stage of comprehensive and sustainable development, an epic in which all Egyptian people are taking part. This pivotal stage necessitates paving a foundation for a strong educational system which yields a generation that is not only capable of facing the major challenges the world is witnessing today, but one that also has complete possession of the skills of the future.

At a time when our world is witnessing successive industrial revolutions, the Egyptian state is keen on empowering its citizens by establishing a top-notch educational system that invests in its children the expertise required to get them to compete at both a regional and global level. This dictates that our educational system has at its core an emphasis on skills development, deep understanding, and knowledge production. This can only be done through modern curricula that keep up with the changes taking place globally _ curricula which prioritize the development of skills and values, and the integration of knowledge. They are also curricula that focus on the provision of multiple learning sources, and integration of technology to enrich the educational process and to improve its outcomes, while addressing the most important contemporary issues.

To achieve this, we must all join hands to continue to revolutionize our education, and to support it with all that is required to transform it into a globally pioneering educational system.

My warmest regards to you, dear students, and my deepest gratitude to my fellow teachers.

Professor Doctor Reda Hegazy
Minister of Education and Technical Education

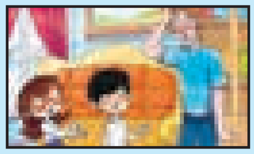
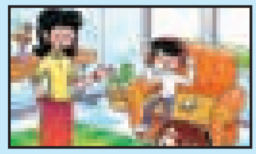


Contents

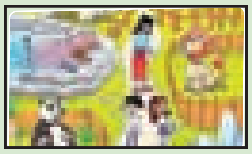


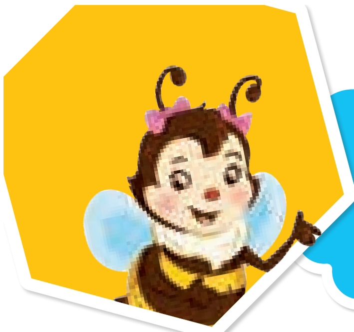


Scope and Sequence:
Theme 1

Theme 1 Who am I?				
Unit	**Unit 1** **I feel happy!** 	**Unit 2** **What's the matter?** 	**Unit 3** **On the weekend** 	**Review 1**
Vocabulary	*angry, excited, happy, hungry, sad, thirsty, tired*	*cold, cough, fever, headache, sick, well; stomach, bone, heart, skin*	*collect magnets, draw pictures, listen to music, play sports, sing a song, take photos*	**Revision of units 1- 3**
Language	*How do you feel?* *I feel happy.* *He feels happy. She is excited.*	*What's the matter?* *I have a fever.* *I'm sick because I have a headache.*	*I am playing sports.* *I like (playing sports), but I don't like (singing).* *I draw pictures on Saturdays.* *I play tennis at ten thirty-five.*	
Phonics	**ee:** feel, bee, sleep **ea:** leaf, clean, eat, meat	**ck:** sick, black **sk:** skin, skirt, sky	**ng:** sing, fishing **sp:** sports, space, spider	
Life skills	**Communication skills:** **Self-expression:** Talking about feelings	**Self-management:** Realizing the importance of keeping safe while using medicines; keeping healthy **Empathy** **Resilience**	**Creativity** **Empathy**	**Self-management** **Self-assessment**
Values	**Perseverance** **Compassion**	**Independence Compassion**	**Participation Compassion**	
Issues and challenges	**Social participation** **Preventative health**	**Therapeutic health** **Preventative health**	**Non-discrimination for people with special needs**	
Integrated cross-curriculum topics	**Preventative health:** A healthy lifestyle **Math:** Measuring lengths using millimeters and centimeters	**Science:** Parts of the body; Personal hygiene; Medicines and safety	**Math:** Telling the exact time **Science:** Magnets	

Scope and Sequence:
Theme 2

Theme 2 The world around me				
Unit	**Unit 4** **I love my home** 	**Unit 5** **At the zoo** 	**Unit 6** **Let's go to the circus!** 	**Review 2**
Vocabulary	*armchair, bookcase, chair, clock, cupboard, lamp, couch, table, television*	*elephant, giraffe, hippo, lion, panda, penguin; plant, pollute, recycle, reuse, glass, paper, plastic*	*clown, ringmaster, dog trainer, trapeze artist, quadrilaterals, square, rectangle, rhombus, angle, side, corner, circus people, tally chart, bar chart*	**Revision of units 4-6**
Language	*What's in the living room?* *There's a clock. It's next to the bookcase.* *There are chairs across from the TV.*	*Where are the hippos?* *Go straight. Turn left/right.* *How about going to the elephants?* *Good idea!*	*What does the clown look like?* *He is tall and thin.* *What's that?* *It's my pencil case.* *It's my rectangle.*	
Phonics	**air:** hair, chair, pair **ear:** ear, beard	**ph:** photo, elephant **wh:** white, whale, when, where	**ou:** cloud, mouse, mouth, pound **ow:** clown, cow, flower	
Life skills	**Collaboration**	**Communication** **Critical thinking**	**Respect for diversity** **Creativity:** Appreciation of art and skill **Problem-solving**	**Communication** **Participation**
Values	**Cooperation** **Respect**	**Independence** **Curiosity**	**Curiosity** **Appreciation of science**	
Issues and challenges	**Loyalty and belonging**	**Awareness of duties and rights** **Environmental responsibility**	**Community participation**	
Integrated cross-curriculum topics	**Social Studies:** Helping at home **Math:** Multiplication and division **Science:** Natural resources in Egypt	**Social Studies:** Using a map **Science:** Animal habitats **Math:** Understanding fractions	**Art:** Performing art **Math:** Quadrilaterals; Finding information on a graph **Science:** Using simple experiments to answer a question	

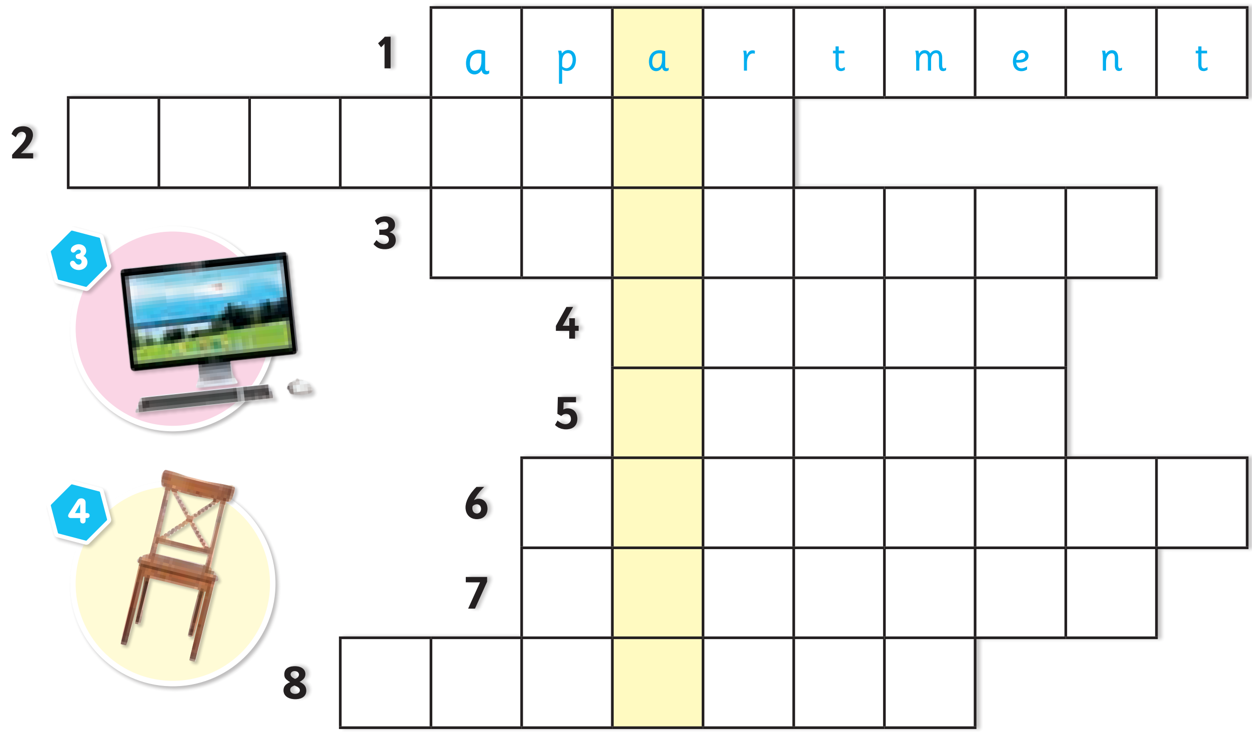


Let's remember

1 Look and write. What is the mystery word in yellow?















The mystery word is: ....

2 Read and match the questions and answers

1 Are there any bananas?
2 What do you have in your apartment?
3 How are you?
4 What are these?
5 Where's the station?

a These are my toys.
b I'm fine.
c It's next to the supermarket.
d No, there aren't. There are some apples.
e I have a kitchen, a living room, two bedrooms, and a bathroom.

3 Read and trace

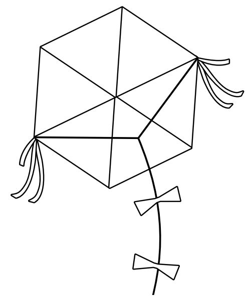
4 Circle and color

1



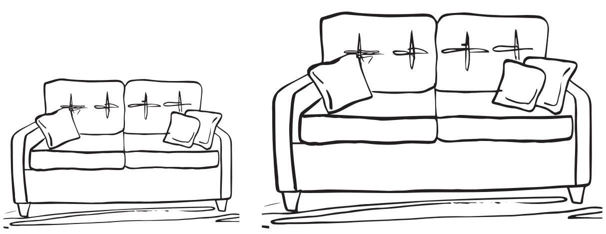
There's a short, blue robot / doll.

2



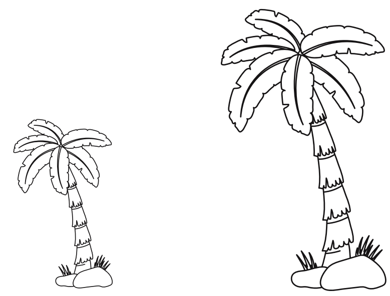
I have a big yellow kite / book.

3



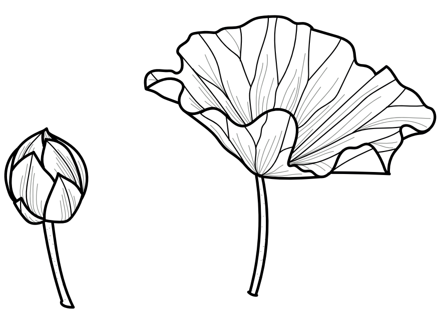
This is a small, red couch / computer.

4



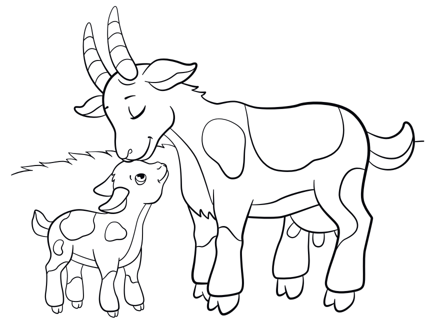
It's a tall, green tree / park.

5



This is a big, pink flower / tree.

6



This is a small, gray donkey / goat.

Unit 1

I feel happy!

Lesson 1

1 Look, listen, and repeat

2 Where are the characters?

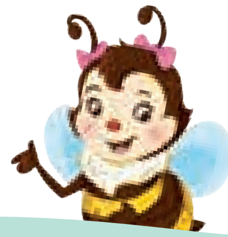


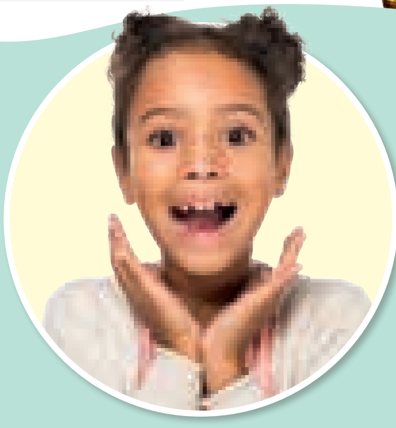
3 How do you feel today? Work with a partner

Listening



4 Listen, point, and say





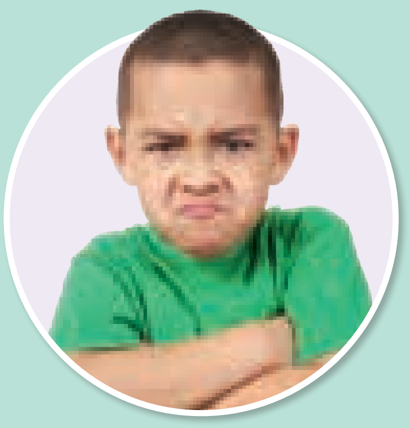
I feel **excited!**



I feel **happy!**



I feel **hungry.**



I feel **angry!**



I feel **thirsty.**



I feel **tired.**



I feel **sad.**

Tip!

We can use an exclamation point (!) for strong feelings, based on how you express them.

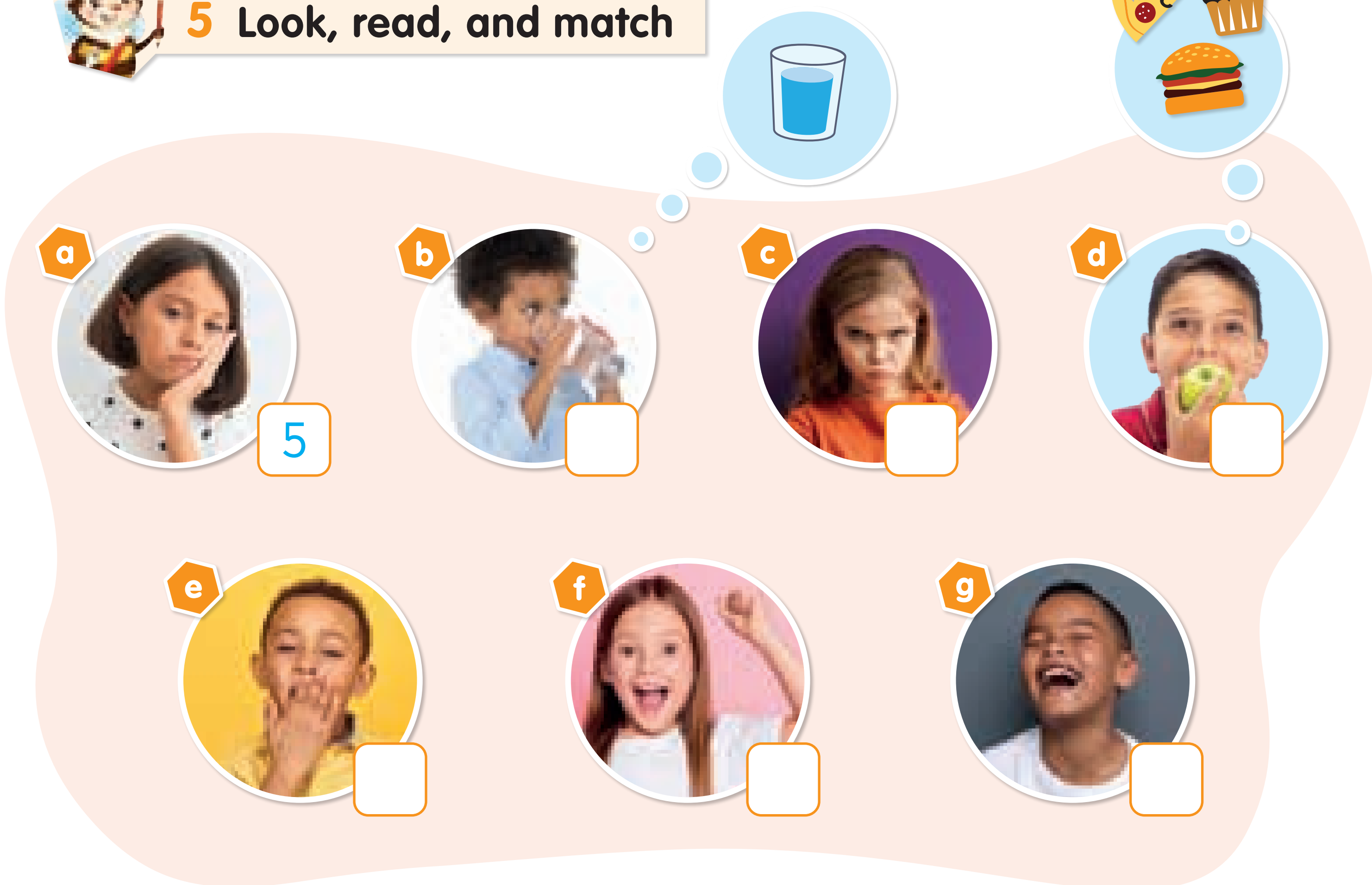


Language:

How do you feel? I feel (happy)!

Self-expression:
Talking about feelings

5 Look, read, and match



1. I feel **angry!**
2. I feel **happy!**
3. I feel **tired.**
4. I feel **excited!**
5. I feel **sad.**
6. I feel **thirsty.**
7. I feel **hungry.**

6 Sing

I feel thirsty, thirsty, thirsty.
How do you feel?
I feel angry, angry, angry.
How do you feel?

I feel hungry, hungry, hungry.
How do you feel?
I feel happy, happy, happy.
And we hope you do too!

7 Look and listen. How does Mommy feel?



8 Listen again and complete with the words

unhappy   can   kitchen   living room

Hany and Hana are at home in their .... They are talking to Mommy. Mommy feels .... and tired.

Hana and Hany .... help her. They can clean the .... Now Mommy is very happy.

9 Ask and answer

Language:
How do you feel? I feel …



Issues:
Preventative health

Lesson 2 Unit 1

1 Check the things for good health



Watch television	◯	Play tennis	◯
Eat chocolate cake	◯	Play board games	◯
Sleep for 8 hours	✔	Play football	◯
Eat bananas	◯	Sleep for 4 hours	◯
Drink water	◯	Play video games	◯
Drink cola	◯	Exercise	◯
Walk to school	◯		

2 Write 4 things you do to keep healthy

1 ______________________________.

2 ______________________________.

3 ______________________________.

4 ______________________________.

Vocabulary:

watch television, eat (chocolate cake, bananas), sleep for 8 hours, drink (water, cola), walk to school, play (tennis, board games, football, video games), exercise

3 Look and read

My name is Amira. Look at my healthy lunchbox. I help my mom prepare my lunchbox. I wash the vegetables and fruit. Mom cuts the carrots and cucumbers, and I make the sandwich. I don't like to drink cola. Mom makes some fresh orange juice and on some days I take a bottle of milk. I like healthy food because it makes me feel strong.



4 Read and write *Amira* or *Mom*

1 Washes the vegetables and fruits. ....

2 Cuts the carrots and cucumbers. ....

3 Makes the sandwiches. ....

4 Doesn't like to drink cola. ....

5 Sometimes makes fresh oranges juice. ....

6 Takes a bottle of milk to school. ....



Learn sounds with Busy Bee! ee ea

1 Listen and read. Then say

ee



feel happy



bee

ea

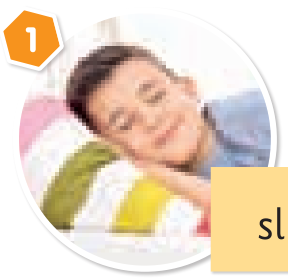


leaf



clean

2 Look and complete the words with *ee* or *ea*

1 

sl_ _p

2 

_ _t

3 

l_ _f

4 

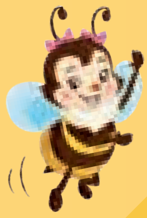
m_ _t

5 

cl_ _n

6 

b_ _



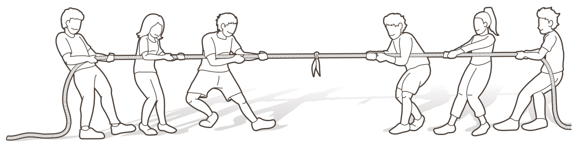
Learn to write with Busy Bee!

3 Read, trace, and color

4 Write

1. I feel happy. I play with my team.

____



2. The bee is on the green leaf.

____



3. Dareen meets her friend Shereen.

____



5 Complete the table with the opposites. Then say

unhappy · short · small · healthy

________	big
tall	________
happy	________
________	unhealthy

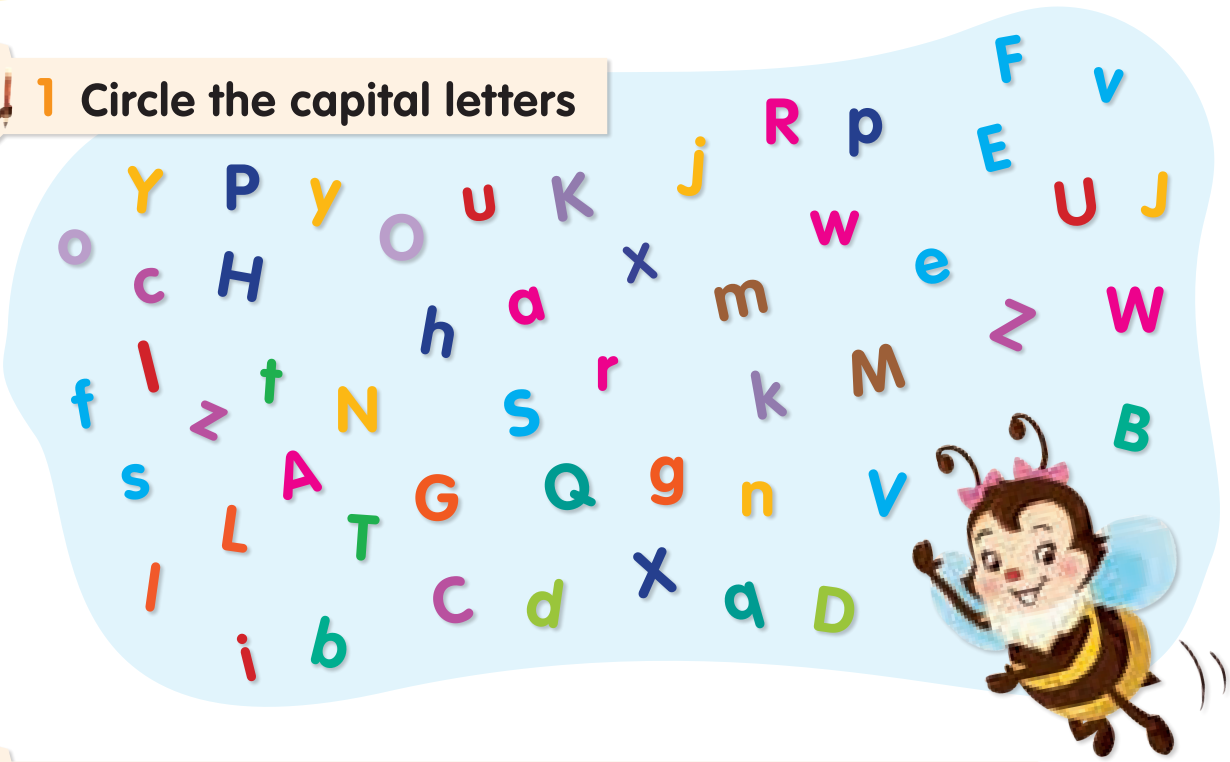
Tip!

You can use *un-* on some words to mean not.
unhappy = not happy
unhealthy = not healthy

Learn to write with Busy Bee!

Lesson 4 Unit 1

1 Circle the capital letters



2 Reorder to make sentences. Add the correct punctuation and capital letters

1. feels – she – tired

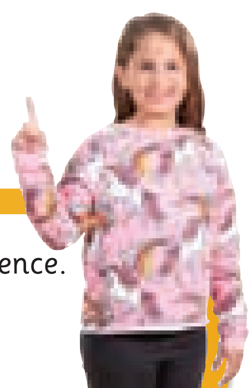
   She feels tired.

2. eats – food – he – good

   ____

3. marwan – eight – sleeps – hours – for – a day

   ____



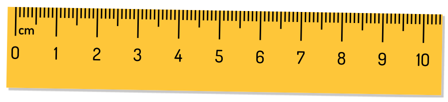
Tip!

1 We have a capital letter (A, B, C, D, etc.) on the first word of the sentence.
2 We use capital letters for names of people.
3 We have a period (.) at the end of the sentence.

Math:
Measurements

1 Listen, read, and complete

millimeters centimeters

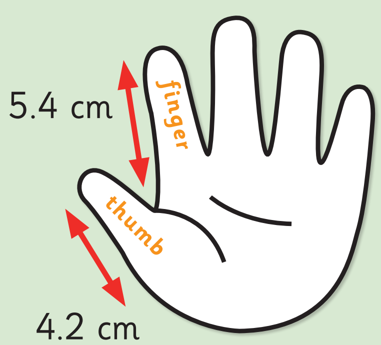




1 There are 10 millimeters in a ______________.
2 I am 127.4 centimeters tall – I am 127 centimeters and four ______________ tall.

Tip!
centimeters = cm
millimeters = mm

2 Look, read, and measure



This is my hand. My finger is 5.4 centimeters and my **thumb** is 4.2 centimeters.

3 Draw your hand and complete the measurements

This is my hand.
My finger is .... centimeters and my thumb is .... centimeters.

4 Now measure and write about your leg

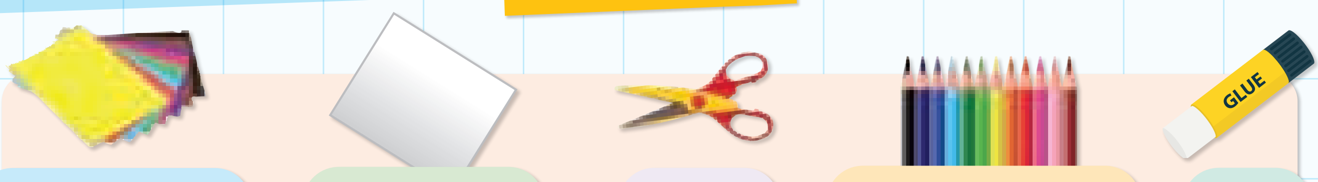
____

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Project: Healthy lunchbox

You will need:



colored card | white paper | scissors | colored pencils | glue

1 Make your lunchbox



Show and tell

Unit 1

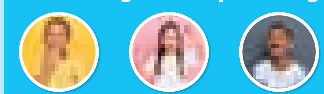
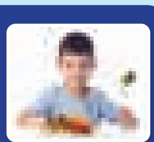
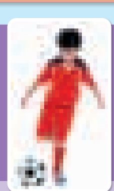
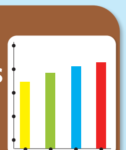
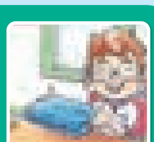
2 Show and tell



Language: *It's my healthy lunchbox. I have …*

Self-Assessment

Read and color the stars that describe your effort

	☆	☆☆	☆☆☆
Reading and speaking 	I can read a text from the book about feelings with my teacher's help.	I can read a text from the book about feelings on my own.	I can read a text about feelings, and talk about my own feelings.
Writing 	I can trace sentences. I can write words on a topic.	I can reorder words to make sentences. I can complete a text with words.	I can write sentences with correct capitalization. I can write sentences on a given topic.
Phonics e e e a	I can read words with the *ee*/*ea* sounds.	I can read sentences that have words with ee/ea sounds.	I can write sentences that have words with *ee*/*ea* sounds.
Preventative health: A healthy lifestyle 	I can say things about a healthy lifestyle.	I can say whether a thing is good or bad for a healthy lifestyle.	I can say other things that are good or bad for a healthy lifestyle.
Math: measurements 	I can say how long or how tall a thing or a person is.	I can write how long or how tall a thing or a person is.	I can compare the lengths or heights of people or things.
Project 	I can work alone to make my healthy lunchbox.	I can work with a group to make a healthy lunchbox, and help other group members.	I can work with my group to make my healthy lunchbox, and talk about it to my friends.

Unit 2 What's the matter?

Lesson 1

1 Look at the picture. Is Dad OK? Look, listen, and read



Listening and reading

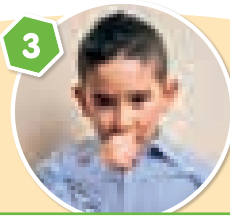
2 Listen, read, and say

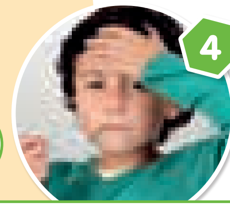
1

I have a **headache**.

2

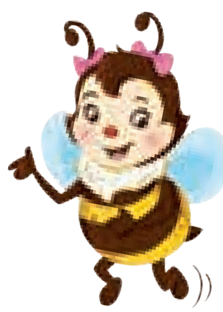
I have a **cold**.

3

I have a **cough**.

4

I have a **fever**.

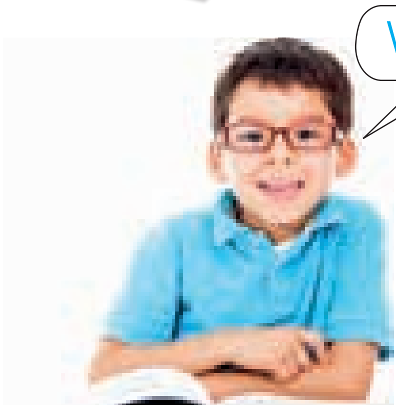
3 Read and put in order

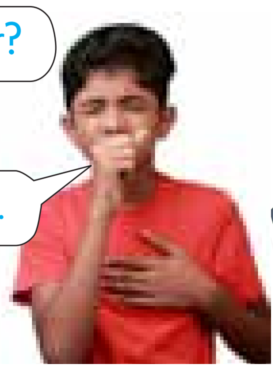
- [ ] No, I don't feel well.
- [1] Are you OK?
- [ ] What's the matter?
- [ ] I'm sick because I have a headache.
- [ ] Yes, please. Thank you.
- [ ] Can I get you some medicine?



4 Listen and check

5 Role-play. Ask and answer


What's the matter?

I have a cough.




Language:

What's the matter?
I have a (cold). I feel sick.

Therapeutic health:
Talking about illness

6 Find and write

a	l	u	b	e	h	p	f
h	e	a	d	a	c	h	e
c	a	m	d	i	r	s	v
o	u	h	e	s	t	p	e
l	o	y	d	e	s	e	r
d	c	o	u	g	h	l	i
e	r	s	t	o	w	l	m

1 
....

2 
....

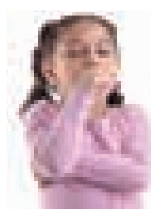
3 
....

4 
....

7 Look, read, and circle



Arwa: I have a cold.
a) Play football.
b) Cover your nose and mouth with a tissue.



Injy: I have a cough.
a) Drink water with lemon.
b) Go swimming.



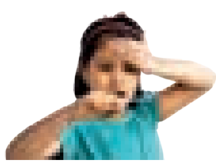
Mazen: I have a headache.
a) Listen to some loud music.
b) Try to sleep.



Ibrahim: I feel sick.
a) Play with your friends.
b) Go to the doctor.



Akram: My stomach hurts.
a) Go to the doctor.
b) Play tennis.



Hend: I have a fever.
a) Take a cold shower.
b) Take a hot shower.

8 Listen and check

Issues:
Preventative health — keeping healthy



1 Look, read, and match

1. Don't touch your face.
2. Stay at home if you have a fever.
3. Cover your mouth and nose with a tissue if you have a cold.
4. Eat healthy food.
5. Exercise.
6. Wash your hands with soap.
7. Smile and be happy.

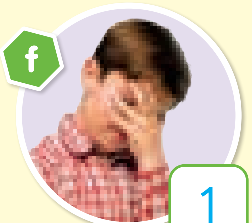
a  ☐

b  ☐

c  ☐

d  ☐

e  ☐

f  1

g  ☐



2 Look at the pictures and write how to keep healthy

1 

____

____

2 

____

____

3 

____

____



Language:
Eat healthy food.
Don't touch your face.

Listening and reading

Lesson 2 **Unit 2**

1 Look, draw, and number



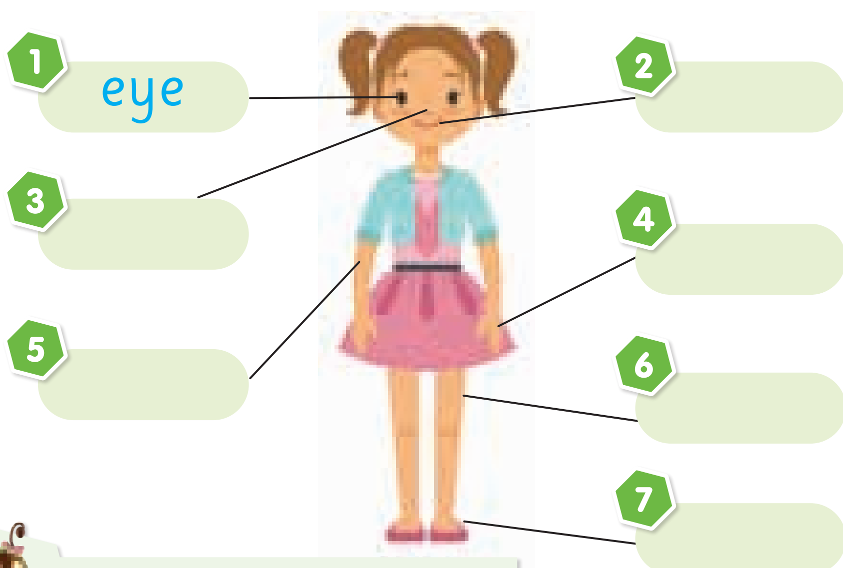


2 Listen and say the body parts

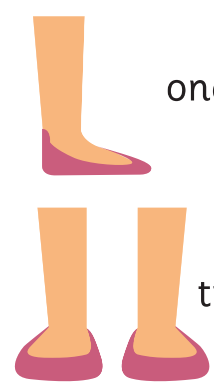
3 Look and write

Vocabulary:
mouth, eyes, nose, arm, hand, foot, feet, leg

foot arm leg mouth nose ~~eye~~ hand



Tip!



4 Listen and check

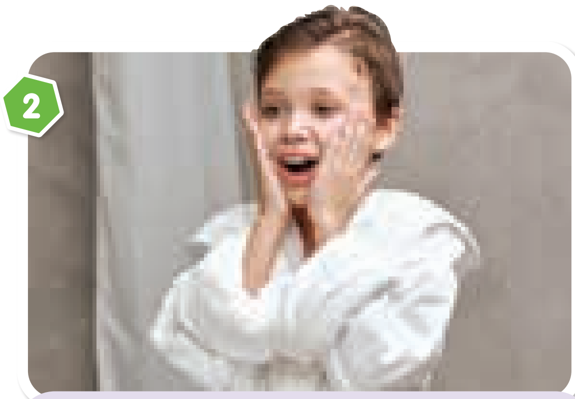
5 Listen, read, and say

1



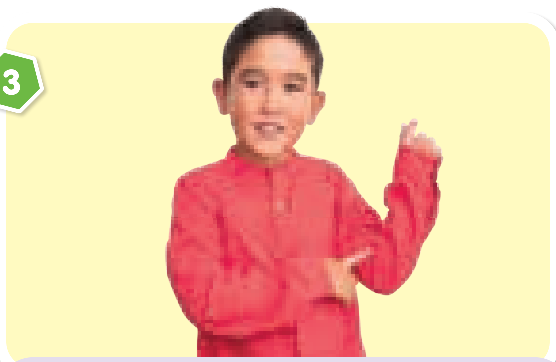
This is my **heart**. It pumps blood to my body.

2



This is my **skin**. It protects my body.

3



This is my **bone**. It helps me move.

4



This is my **stomach**.
It digests food.

6 Ask and answer



Language:
This is my (heart). It (pumps blood).

Self-management: Medicine and safety

Lesson 3 Unit 2

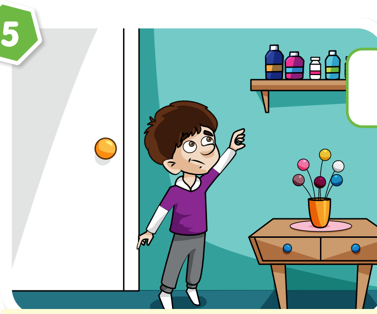
1 Medicine can be dangerous. Look, read, and put a ✔ or ✗

1 
✗
Medicine is in a **low** cupboard.

2 
☐
Medicine is in a bag.

3 
☐
Drink medicine without an adult.

4 
☐
Drink medicine with an adult.

5 
☐
Medicine is on a high **shelf**.

2 What is dangerous and safe? Look again and complete

Dangerous	Safe
....	....
....	....
....	....
....	....
....	....

3 Listen, read, and complete

doctors | nurses | medicine | hospital



When we are ill, we go to the .... The .... and nurses help us. They are very kind. Doctors and .... **check** our health. They give us .... They are very important to us.

4 Read and choose the correct answer *a* or *b*



1 Who can give you medicine?

a a nurse **b** a child

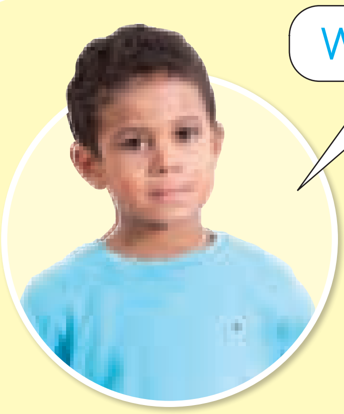
2 Where do we go when we are ill?

a school **b** hospital

3 What do doctors and nurses do?

a They check our health. **b** They take our medicine.

5 Read and role-play



Why are doctors important?

They look after us when we are ill.



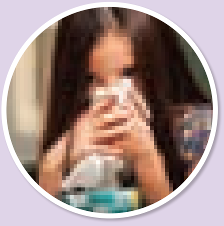
Learn sounds with Busy Bee!

c k s k

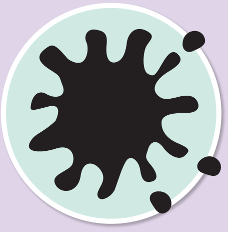
1 Listen and repeat

ck

sick



black



clock



sk



skin



skirt

sky



2 Listen and unscramble

1. ckik ....
2. pkis ....
3. lockc ....
4. insk ....

Tip!

Words can begin or end with *sk*.

Words can end with *ck*, but words can never begin with *ck*.

Learn to write with Busy Bee

3 Listen and complete

1 The d _ _ _ is black.

2 The girls s _ _ _ in the garden.

3 The boy k _ _ _ _ the ball.



Tip!

When we write questions we use **?** (a question mark). Trace the question mark.

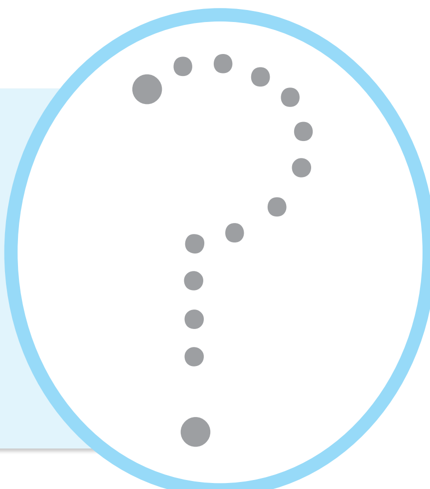
4 Listen again and say

5 Read and trace the questions

1 How do you feel?

2 Does he feel sick?

3 Why are nurses important?



6 Read and write . or ?

1 How are you ?

2 I have a fever ____

3 What's the matter ____

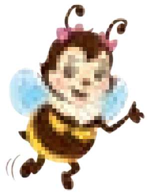
4 My skin protects my body ____

5 I feel sad ____

6 Are you OK ____

7 She speaks English ____

8 Can I get you some medicine ____



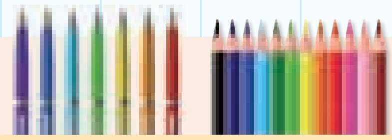
Project:
A happy hygiene poster

You will need:


scissors


glue


poster paper


colored pens and pencils



1 Read and make your poster



How to make your poster:

1 Draw your pictures.

2 Color your pictures.

3 Cut your pictures and stick on your poster.

4 Write ideas to stay healthy and clean.



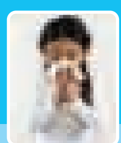
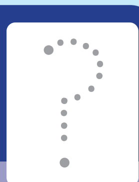
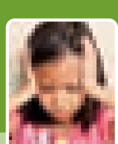
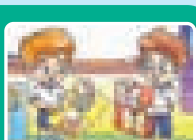
2 Show and tell

Self-Assessment



Language: *I cover my face when I have a cold. I drink water with lemon when I have a cough.*

Read and color the stars that describe your effort

Reading and speaking 	I can read about illnesses and how to protect myself from them with my teacher's help. ☆	I can read about illnesses and how to protect myself from them. ☆☆	I can read and talk about illnesses and how to protect myself from them. ☆☆☆
Writing 	I can trace and complete simple sentences. ☆	I can complete sentences with words. ☆☆	I can write complete, simple sentences or questions using (?) or (.). ☆☆☆
Phonics c k s k	I can read words with *ck/sk* sounds. ☆	I can write words with *ck/sk* sounds. ☆☆	I can write sentences with words with *ck/sk* sounds. ☆☆☆
Self-management: Medicines and safety 	I can read about medicine and safety. ☆	I can say tips about medicine and safety. ☆☆	I can say other tips about medicine and safety. ☆☆☆
Therapeutic health 	I can read about illness and ways to keep healthy. ☆	I can talk about illness and ways to keep healthy. ☆☆	I can talk about illness and my ways to keep healthy. ☆☆☆
Project 	I can work with a group to make a poster. ☆	I can work with a group to make a poster, and help other group members. ☆☆	I can work with a group to make a poster, help other group members, and talk about the poster. ☆☆☆

Unit 3 On the weekend

Lesson 1

1 Look, listen, and read



2 Read and choose

Hany is

A listening to music

B collecting magnets

Listening and reading



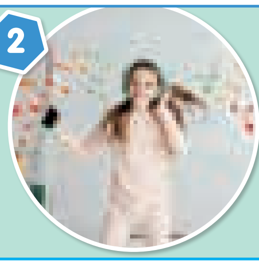
3 Listen, read, and write

take photos



I am taking photos.

listen to music



She is ....
....

collect magnets



He is ....
....

draw pictures



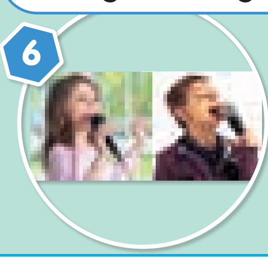
You are ....
....

play sports



We are ....
....

sing a song



They are ....
....



4 Ask and answer



Vocabulary:

take photos, draw pictures, collect magnets, listen to music, play sports, sing a song

What are you playing?



I'm playing tennis.





Language:

I am (listening to music). He/She is (taking photos). You/We/They are (collecting magnets).

Reading and writing

Unit 3



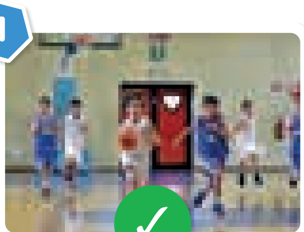
5 Complete the sentences with *and* or *but*

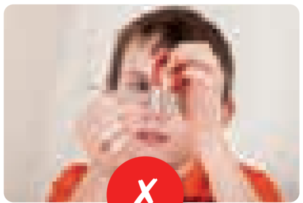
Tip!

and = I like ice cream ☺, and I like chocolate ☺.

but = I like ice cream ☺, but I don't like chocolate ☹.

1

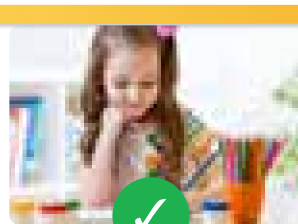
 ✓

 ✗

I like playing sports, but............. I don't like collecting magnets.

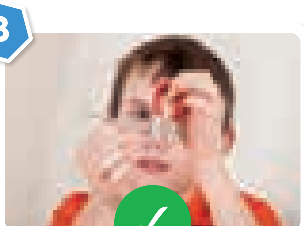
2

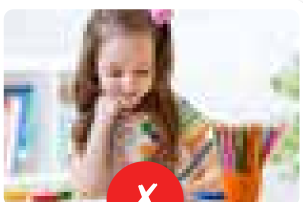
 ✓

 ✓

I like taking photos, ... I like drawing pictures.

3

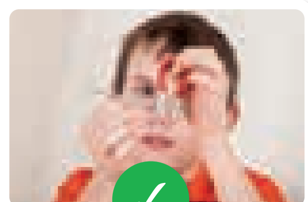
 ✓

 ✗

I like collecting magnets, ... I don't like drawing pictures.

4

 ✓

 ✓

I like listening to pop music, ... I like collecting magnets.



6 What do you like/don't like doing? Draw and write using *and* or *but*

✓ ✓ ✓ ✗

1

....

....

....

2

....

....

....

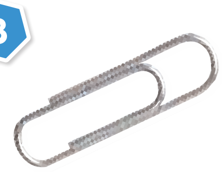
Science:
Magnets

Unit 3

7 Circle the things which the magnet attracts

1 
bottle

2 
string

3 
paper clip

Tip!
A **magnet** attracts metal objects.

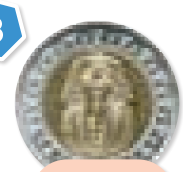

4 
nail

5 
pencil

6 
scissors

7 

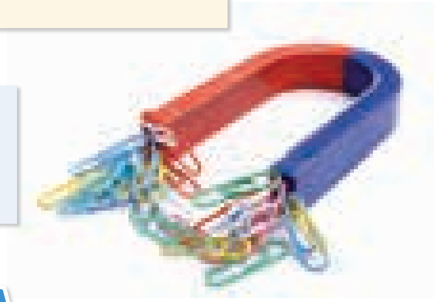
glue

8 
coin

8 Look at the pictures in Exercise 1 and sort

attracts	doesn't attract
1 paper clip	1
2	2
3	3
4	4

9 Find 3 things in the classroom which the magnet attracts. Write them



1 ....

2 ....

3 ....

Math: what time is it?

1 Listen and read

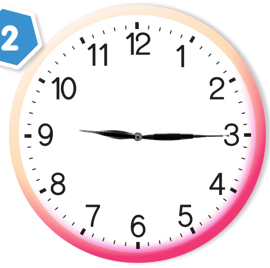
Half past

1


It's half past two.

It's two thirty.

Quarter past

2


It's quarter past nine.

It's nine fifteen.

Quarter to

3


It's quarter to five.

It's four forty five.

2 Look, point, and say

1


2

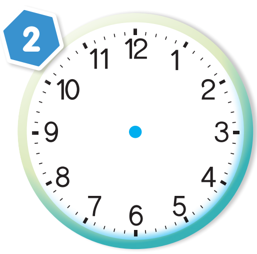

3


3 Listen, draw, and write

1

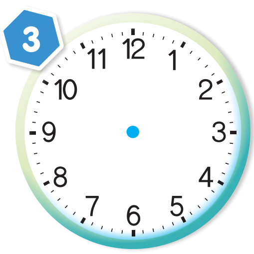

It's quarter past three.

It's three fifteen.

2


....

....

3


....

....

Listening and writing

What do you do on the weekend?

4 **Listen and complete the diaries with the names**

1

Saturday **Name** Youssef

Take photos
Play sports

2

Saturday **Name**

Draw pictures – art class

3

Saturday **Name**

Play tennis
Have lunch

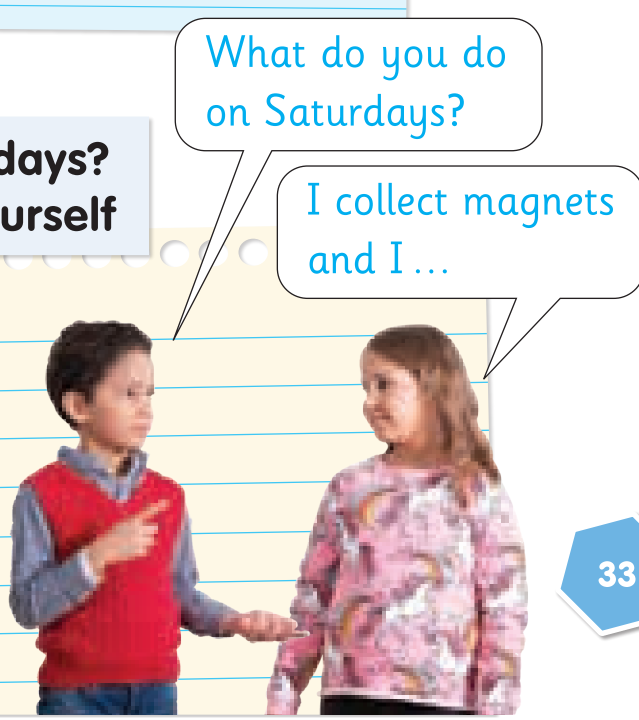
4

Saturday **Name**

Singing class
Home for lunch

5 **What do you do on Saturdays? Complete the diary for yourself**

Saturday



Learn sounds with Busy Bee!

n g s p

1 Listen and read. Then say

ng

sing





fishing

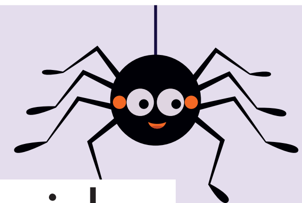
sp



sports



space



spider

2 Look and complete the words

1



ki__ __

2



__ __eaki__ __

3



livi__ __ room

4



__ __ider

5



si__ __

3 Listen and say

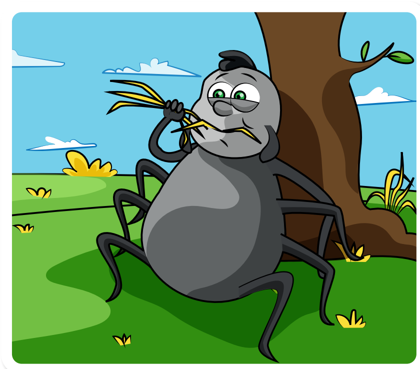
a b c d e f g h i j k l m
n o p q r s t u v w x y z

Learn to write with Busy Bee!

4 Look, read, and trace



The king is swimming.

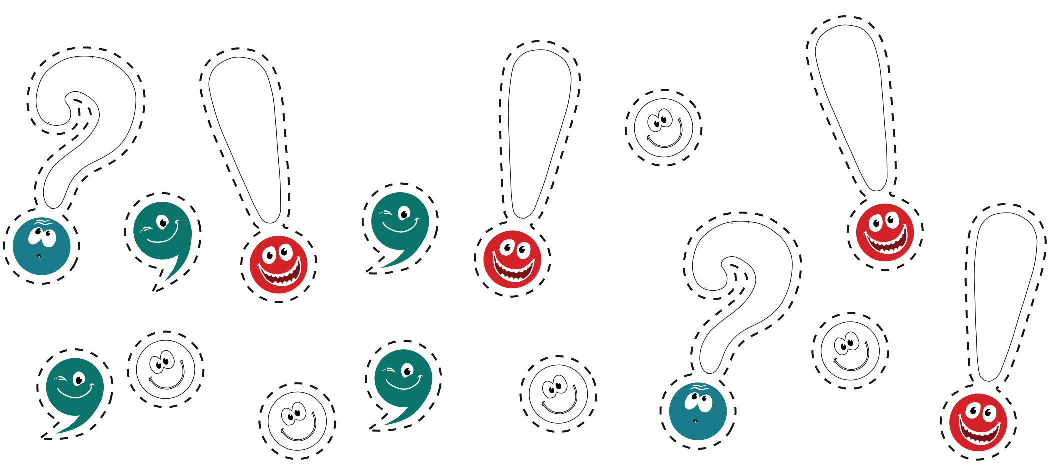


The spider is eating.



The girl is singing in the living room.

5 Trace and color the exclamation points



Remember

We use an exclamation point (!) to express strong feelings.

6 Complete the sentences with a period . , a question mark ?, or an exclamation point !

1 I feel very angry ...

2 What's your name ...

3 I am Egyptian ...

4 I am very excited ...

5 What's the matter ...

6 She learns English at school ...

Issues:
Non-descrimination for people with special needs

1 Listen, read, and write the names

Amir Talia ~~Malak~~ Wael

Hi! My name is Malak and I go to school in Cairo. I like my teacher and my class very much. In my class, we have friends who need **special help** – Amir can't walk, Talia can't hear well and Wael can't see well. We help our friends.



1 ...Malak...



2 ....



3 ....



4 ....

2 Read and guess

***Special help* means ...**

A less help B more help

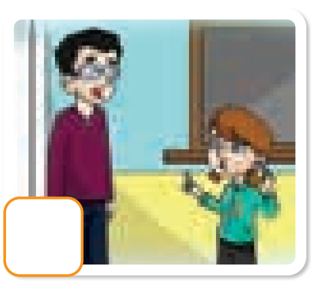
3 Look and match

a I can get this book for you.
b I can say it again.
c I can read with you.



a





4 Listen and read

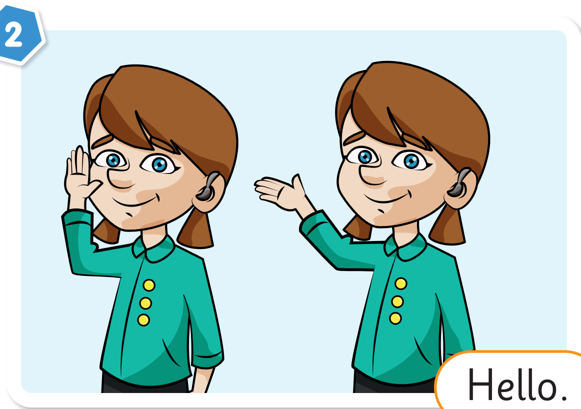


Hi! I am Talia. I use **sign language** to understand my friends. This is how I say '**Hello**', '**Please**', and '**How** are you?'. Now you try to do the signs.

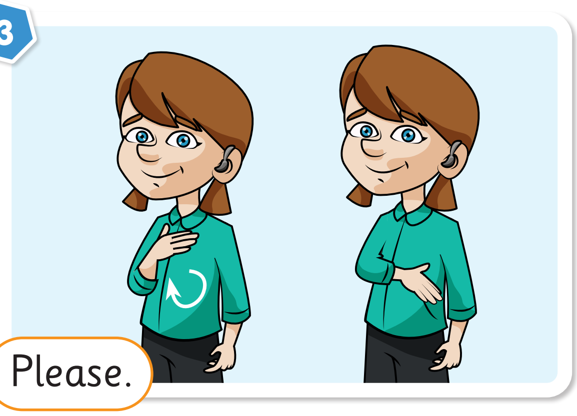
1



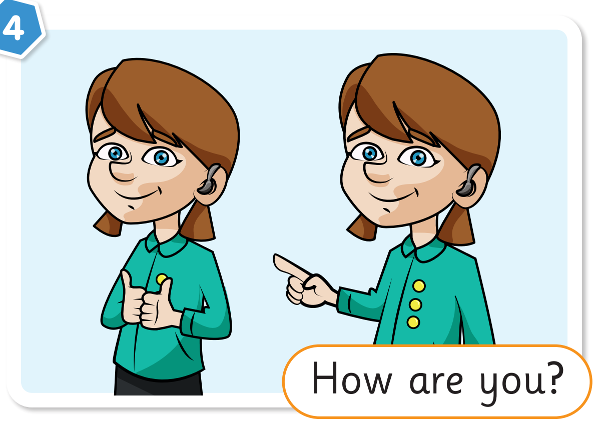
2



3



4



5 Complete the paragraph with the words

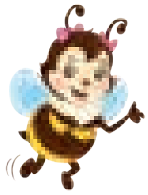


play	playing	and	but



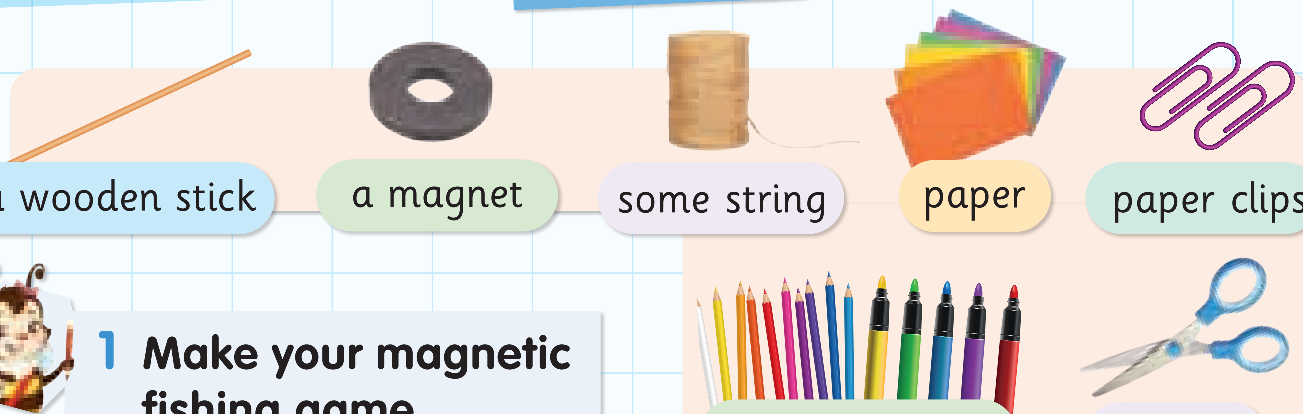


Hi! I am Adam ____________ this is Fares. Fares can't hear well, ____________ I can help him. I use sign language to talk to him. On Saturdays, we ____________ football. Today we are ____________ football in the park. Fares can stop the ball from the other team!



Project: A magnetic fishing game

You will need:



- a wooden stick
- a magnet
- some string
- paper
- paper clips
- coloring pencils and pens
- scissors

1 Make your magnetic fishing game

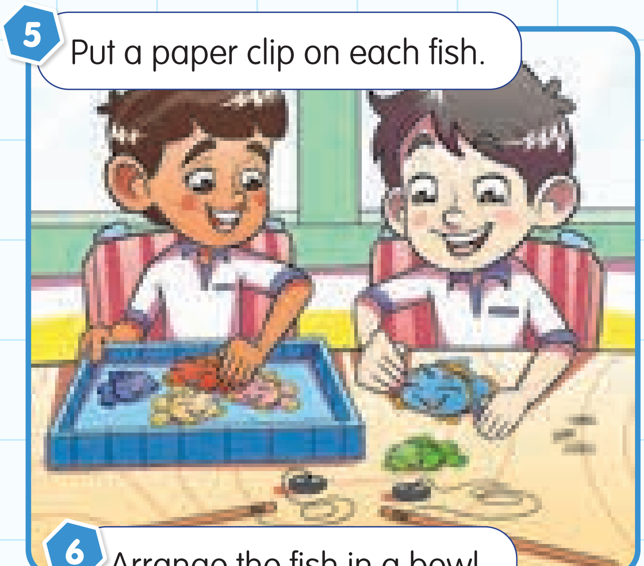
1. Attach the string to the wooden stick.
2. Take your magnet and attach it to the string.



3. Copy and color the fish.
4. Cut out the fish.



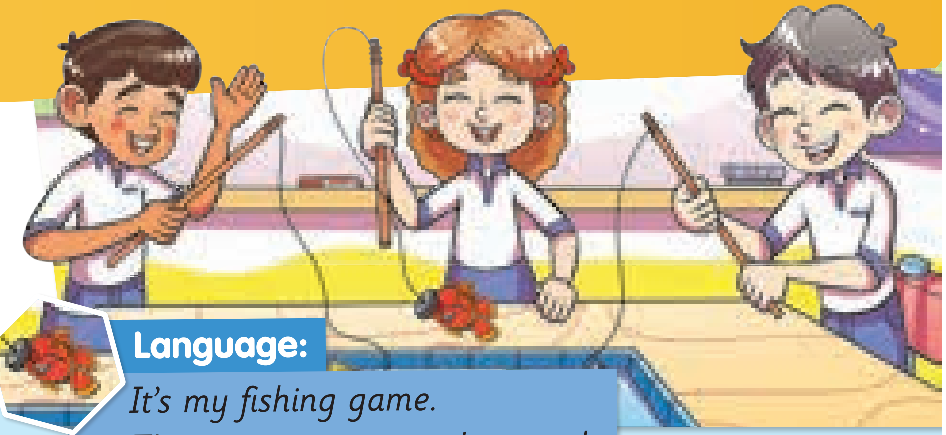
5. Put a paper clip on each fish.
6. Arrange the fish in a bowl or a box to be fished.



2 Play the game

Show and tell

3 Show and tell

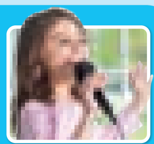
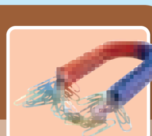


Self-Assessment

Language:

It's my fishing game.
The magnet attracts the metal.

Read and color the stars that describe your effort

	☆	☆☆	☆☆☆
Reading and speaking 	I can read about activities on the weekend with my teacher's help. ☆	I can read about activities on the weekend. ☆☆	I can talk about the activities I like to do on the weekend. ☆☆☆
Writing 	I can trace and complete simple sentences. ☆	I can finish sentences with words to make complete sentences. ☆☆	I can write complete sentences with correct punctuation marks. ☆☆☆
Phonics n g s p	I can read words with *ng/sp* sounds. ☆	I can write words with *ng/sp* sounds. ☆☆	I can write sentences with words that have *ng/sp* sounds. ☆☆☆
Issues: Non-discrimination for people with special needs 	I want to help friends with special needs. ☆	I can say how to help friends with special needs. ☆☆	I can help friends with special needs. ☆☆☆
Science: Magnets 	I can give examples of things which magnets attract. ☆	I can sort things that magnets attract and don't attract. ☆☆	I can name things around me which magnets attract and don't attract. ☆☆☆
Project 	I can work with my group to make a magnetic fishing game. ☆	I can help my friends in a group to make a magnetic fishing game. ☆☆	I can say what is good and what is bad in the magnetic fishing game we make. ☆☆☆



Review 1

Lesson 1

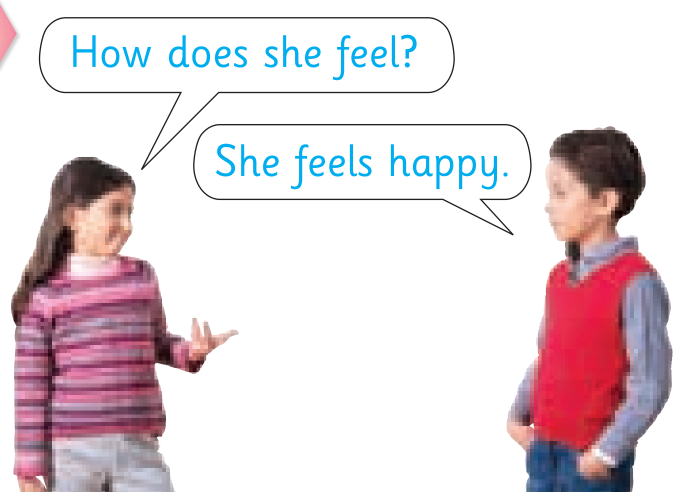


1 Listen and say



2 Ask and answer





3 Look, read, and match

1 How do you feel? g

2 What are you drawing? ☐

3 Would you like some juice? ☐

4 What's the matter? ☐

5 Why are you sad? ☐

6 Can I make you a sandwich? ☐

7 Are you OK? ☐

8 Can I get you your medicine? ☐

9 What do you do on Saturdays? ☐

a Yes, please. Can I have cheese in my sandwich?

b I've got a cold.

c No, I feel sick.

d I'm drawing some cats.

e Because my cat is sick.

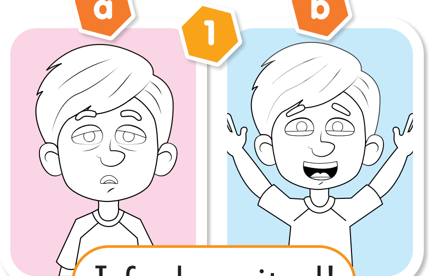
f Yes, please. Can I have orange juice?

g I feel excited!

h I play tennis.

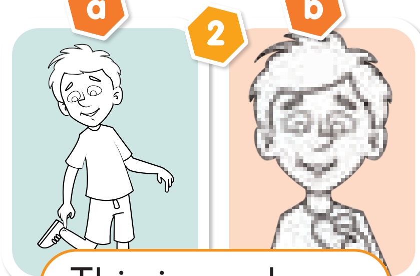
i Yes, it's in the cupboard.

4 Color the correct picture



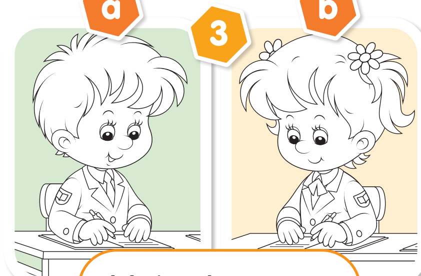
1 a b

I feel excited!



2 a b

This is my bone.



3 a b

He's drawing a picture.



Revision of vocabulary and language from Units 1-3

Lesson 2

Review 1

1 Listen and write

ee	ea	ck	sk	ng	sp
1	3	5	7	9	11 ....
2	4	6	8	10	12 ....

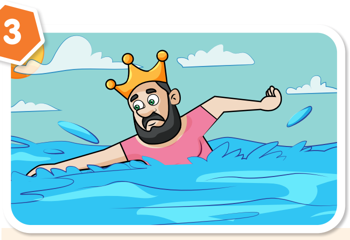
2 Look and write, then say. Listen and check

1

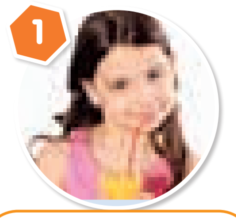
The ________ is ________ in the sun.

2

The ________ is ________ .

3

The ________ is ________ in the ________.

3 Read and write with capital letters, periods, exclamation points, and question marks

1

is she thirsty

2

we are happy

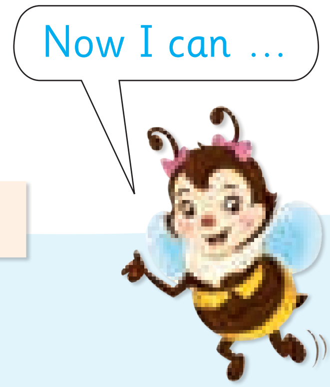
3

what's the matter

4

I like bananas and cake

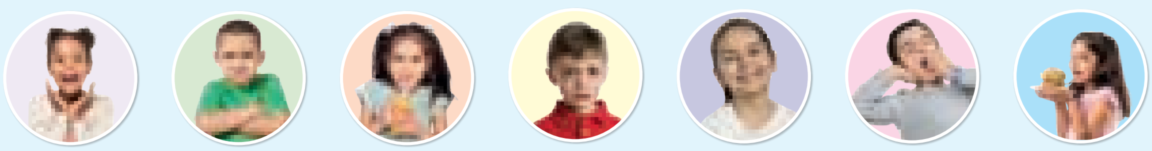
1	2	3	4
Is she thirsty?	....	....	....
....	....	....	....



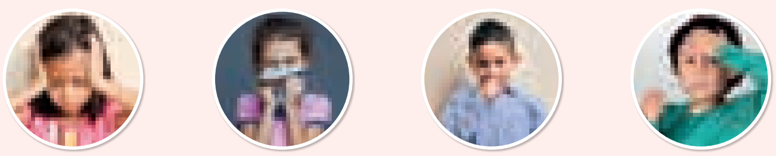


1 Look and check what you can say

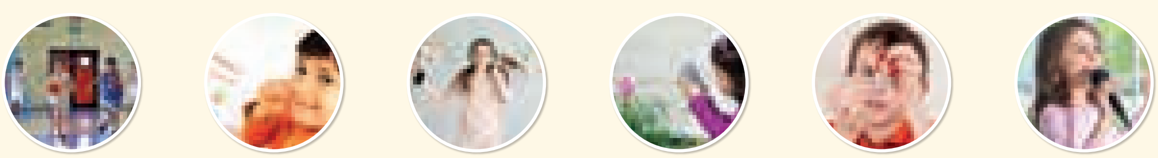
1. say how I feel. ☐



2. say what is the matter. ☐



3. say what I do on my weekend. ☐



4. say these sounds. ☐

ee ea ck

sk ng sp

Teacher assessment ☐ ☐ ☐ ☐

Unit 4

I love my home

Lesson 1

1 Look, listen, and read. Where are Hany and Dad?



2 Who finds the math book?

Listening and speaking

What's in the living room?

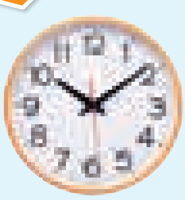
3 Listen, point, and say

4 Read and match

1 cupboard
2 table
3 lamp
4 chair
5 armchair
6 clock
7 bookcase
8 couch
9 television

a


b

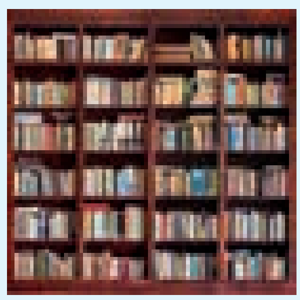

c


d


e


f


g


h


i


5 Ask and answer

What's in your living room?

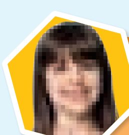
There's a table and an armchair.





Language:

What's in your living room?
There's a (chair).



Vocabulary:

clock, armchair, lamp, bookcase, cupboard, chair, couch, television, table

Reading and writing





6 Read and listen

1



There's a lamp **on** the table.

2



There's an armchair **next to** the cupboard.

3



There's a bookcase **behind** the table.

4

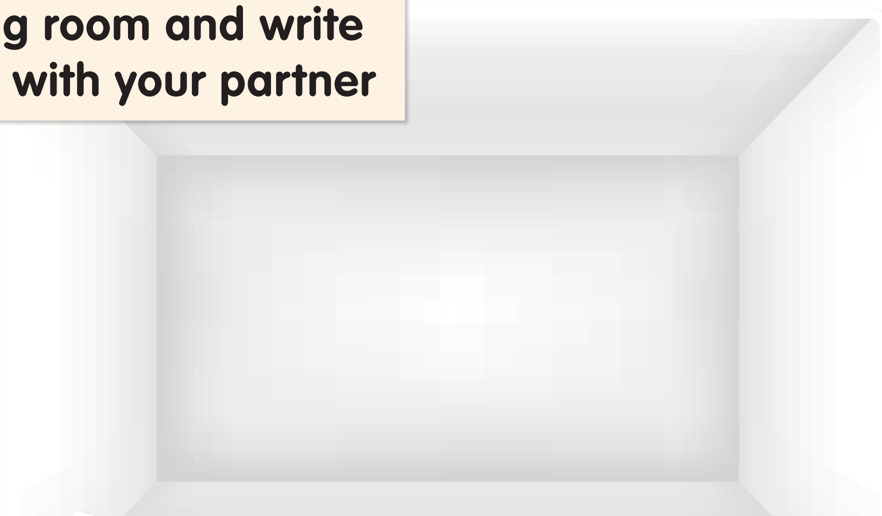


There's a television **between** the armchairs.



7 Draw your living room and write about it. Share with your partner

This is my living room.
There's a television
next to ....
....
....



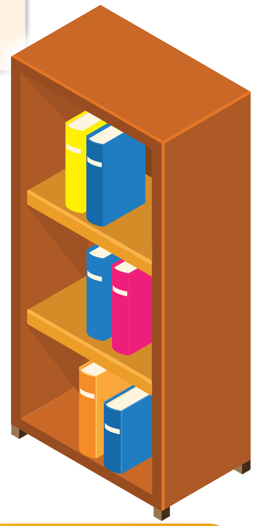


Language:
What's in the living room? There's a clock (next to/on/behind/between) …

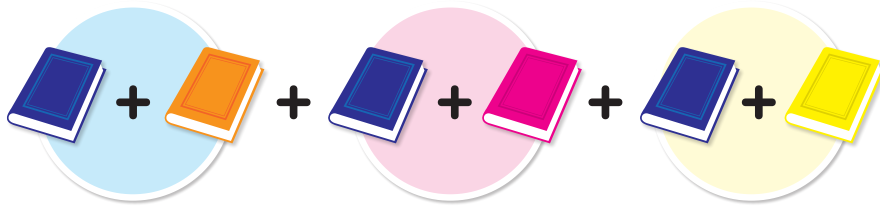
Math:
Division



8 How many books are there in the bookcase?



You can count how many books by adding:

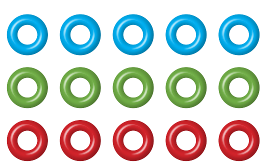
 = 6

Or you can count how many books by multiplying:

☐ x 2 = 6

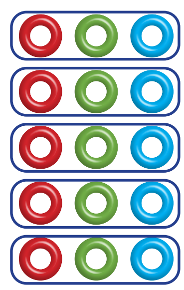
Tip!

Division is separating into equal groups.
15 ÷ 3 = 5
Fifteen divided by three equals five.



Tip!

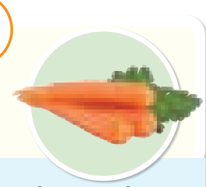
Multiplication is adding the same number again and again.
5 X 3 = 15
Five times three equals fifteen





9 Sherif and his two friends love carrots. Draw, color, and divide the carrots

1. There are 3 carrots.



__1__ carrot for each friend

2. There are 6 carrots.



______ carrots for each friend

3. There are 9 carrots.



______ carrots for each friend

4. There are 12 carrots.



______ carrots for each friend

Vocabulary:
division, divided by

Social studies: Helping your mom and dad

1 How can you help at home? Look and check (✔)

1


2


3


4


5


6


7

✔

8


2 Now match the sentences below with the pictures in Exercise 1. Listen and check

a I feed the cat. 3

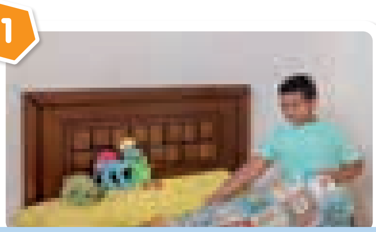
b I cut the vegetables.

c I sweep the floor.

d I make my bed.

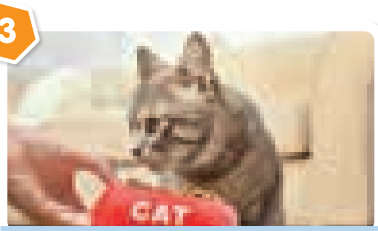
e I set the table.

3 Look and complete

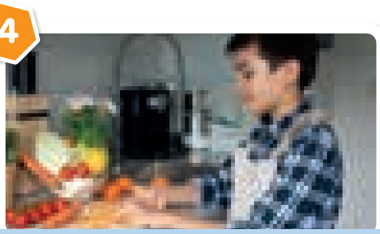
1

I make ....
my bed.

2

....
the floor.

3


....
....

4

....
....

5

....
....

4 Write and say what you do at home

I sweep the floor. ....

....

....

....

....

....



Vocabulary:

make my bed, sweep the floor, feed the cat, cut vegetables, set the table



Learn sounds with Busy Bee!

a i r e a r

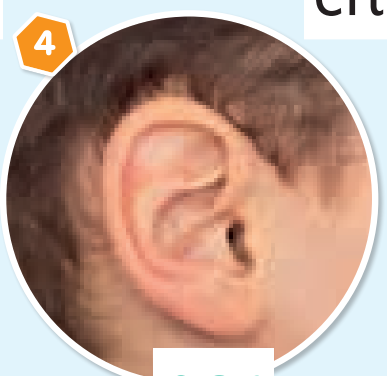
Lesson 3 Unit 4

1 Look, listen, and repeat

1 
h**air**

2 
ch**air**

3 
p**air**

4 
ear

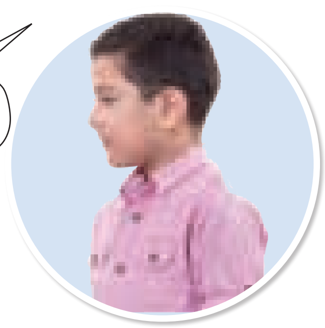
5 
b**ear**d

2 Cover the words and test your friends



How do you say that?

Hair.



3 Listen and write the words

1 ....   2 ....   3 ....   4 ....



Phonics: the *air* and *ear* sounds

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Learn to write with Busy Bee!

Unit 4

4 Listen, read, and trace

1



He has black hair and a white beard.

2



It has black ears.

3



We have a new armchair in the living room.

Tip!

When we write a list, we use a comma (,):
I have a table, a couch, and an armchair in my living room.

Trace the comma. ,

5 Look and color the commas

? ! ’ , !

? , ! ? ! , ? ! ? ,

6 Write the correct punctuation

1 She likes ice cream, chocolate, and candy.

2 hany likes playing football tennis and basketball

3 i feed the cats make my bed and set the table every day



Science: Natural resources

1 Listen and read

Natural resources in Egypt

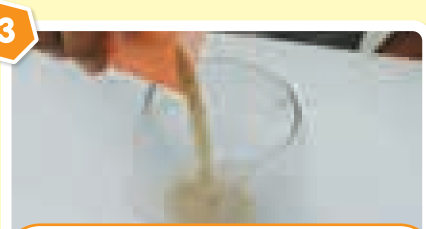
In Egypt, we have many natural resources. **Sand** is a natural resource. We can make glass from sand.



1 We take **sand** from the desert.



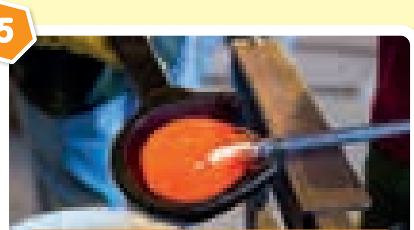
2 We add **chemicals** to the sand.



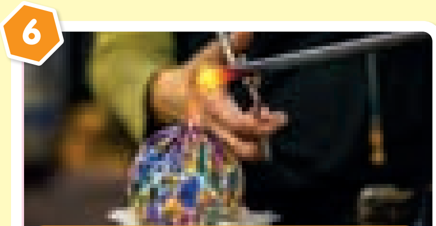
3 Then we put everything in a **bowl**.



4 We melt the sand and chemicals to make a **liquid**.



5 Then we **shape** the glass.



6 We can make many things from glass.

2 Read and choose

1. Egypt has many natural ______________.
   a resources **b** cars
2. We can make ______________ from sand.
   a deserts **b** glass
3. We can melt sand and chemicals to make a ______________.
   a liquid **b** gas



Vocabulary:
bowl, chemical, liquid, sand, shape

3 Complete the cycle for producing glass from sand

Making Glass

1 

2 

3 

4 

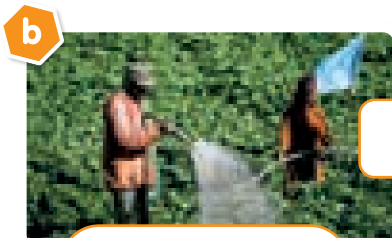
1. To make glass from sand, add chemicals to the sand.
2. Put everything in a ________.
3. We can melt sand and chemicals to make a ________.
4. Shape ________.

4 Look, read, and order

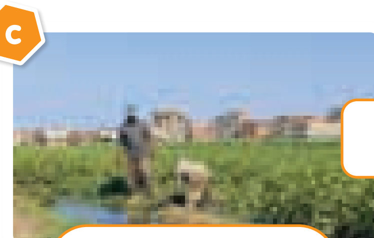
a 

1

Another Egyptian natural resource is water.

b 

Farmers give water to the plants.

c 

Farmers get water from the Nile.

d 

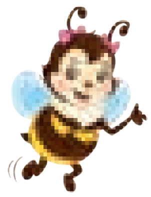
Then we eat vegetables.

e 

We buy vegetables at the market.

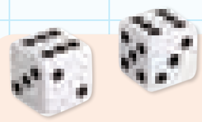
f 

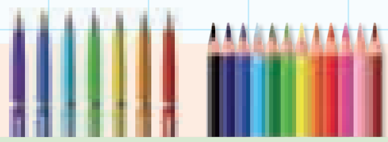
Vegetables need water to grow.



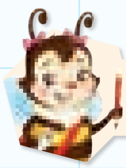
Project:
Bug math game

You will need:

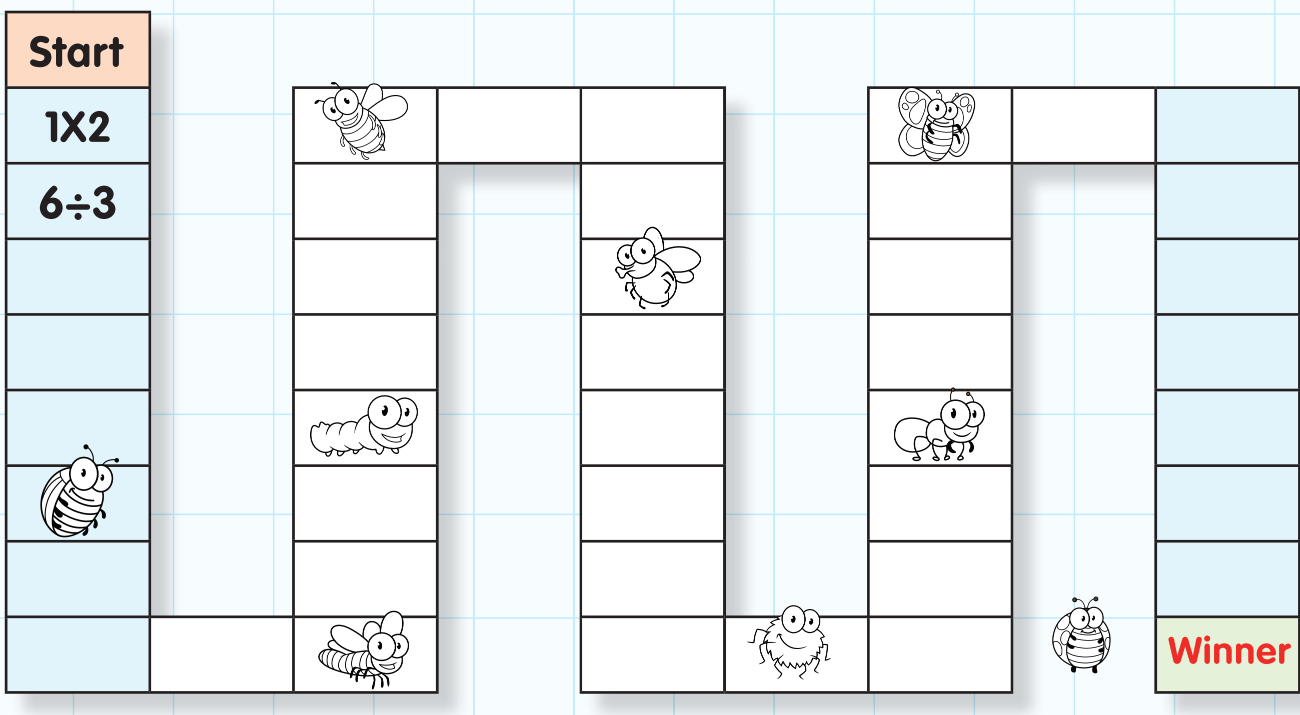

dice


colored pens and pencils


a black marker pen



1 How to make your Bug math game



1 Color in the bugs.
2 With a partner, write sums in the boxes. The sums can be multiplication or division.
3 Play your game with your friends.

Show and tell

Unit 4



2 Show and tell

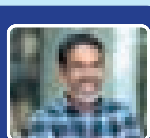
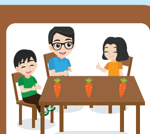
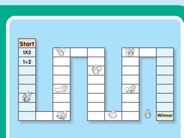
Self-Assessment

15 ÷ 5 = 3
6 × 4 = 24

Language:

Fifteen divided by five is three.
Six times four is twenty-four.

Read and color the stars that describe your effort

Reading and speaking 	I can read about furniture in my home with my teacher's help. ☆	I can talk about the furniture in my home. ☆☆	I can talk about the position of furniture in my home. ☆☆☆
Writing 	I can finish sentences with words to complete sentences. ☆	I can write short, complete sentences. ☆☆	I can write a simple description of my living room with correct punctuation. ☆☆☆
Phonics 	I can identify words with *air* / *ear* sounds. ☆	I can write words with *air* / *ear* sounds. ☆☆	I can write sentences with words that have *air* / *ear* sounds. ☆☆☆
Math: 	I can read and understand simple multiplication and division sums. ☆	I can multiply and divide numbers 1–60. ☆☆	I can ask and answer questions about the multiplication and division of numbers 1–60. ☆☆☆
Science: 	I can read about the steps of making materials from natural resources. ☆	I can follow the steps in the process of making materials from natural resources. ☆☆	I can talk about the steps in the process of making materials from natural resources. ☆☆☆
Project 	I work with my partner to make and play a board game. ☆	I help my partner to make and play a board game. ☆☆	I work with my partner to make and play a board game, using English as much as possible. ☆☆☆

Unit 5

At the zoo

Lesson 1

1 Look, listen, and read



Listening and speaking

2 Listen, point, and say



3 Look and match



a hippo   b elephant   c panda   d ~~giraffe~~   e lion   f penguin

4 What is your favorite zoo animal? Read and complete

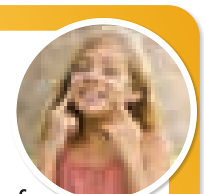


Hana's favorite animal is the penguin. It's black and white.

My favorite animal is ....

Tip!

Our skin protects us and keeps our bodies safe.



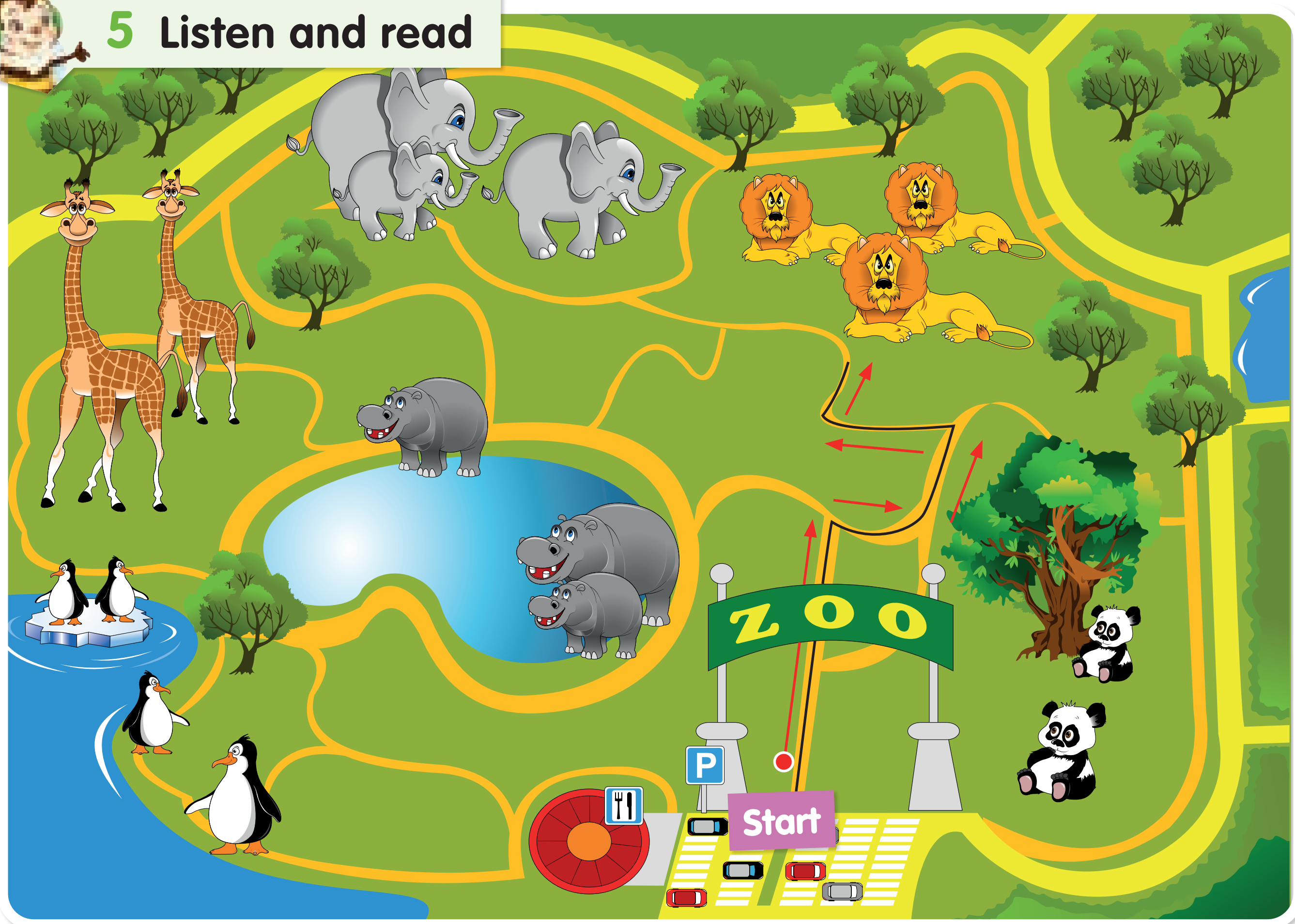
Vocabulary:

lion, elephant, giraffe, penguin, hippo, panda

Social Studies:
Using a map of the zoo

Where are the lions?

5 Listen and read



How about going to the lions?

That's a **good idea**! Hany, you have the map. Where are the lions?

Go straight, turn right, then go straight and turn left. Go straight.

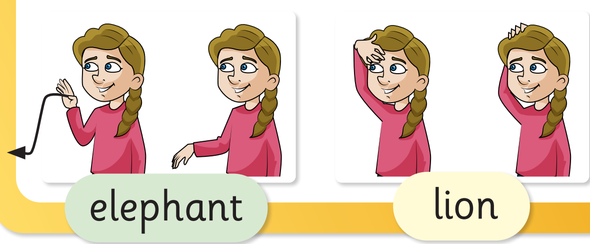
Let's go!

Then let's watch the penguins!

Good idea!

Tip!

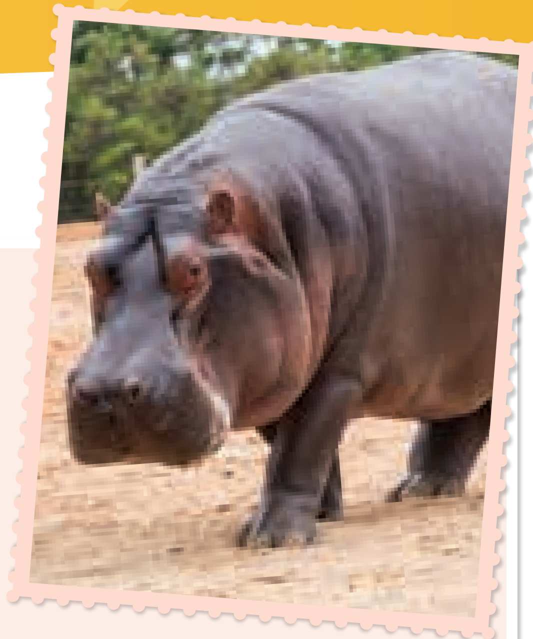
Here's how to say *elephant* and *lion* in American Sign Language:



Reading

6 Read and circle *True* or *False*

The hippo is a very large animal. It is more than three meters long. The hippo lives in lakes and rivers. It spends most of the day in water. Hippos eat grass and they go to find food at night. Hippos can live from forty to fifty years.

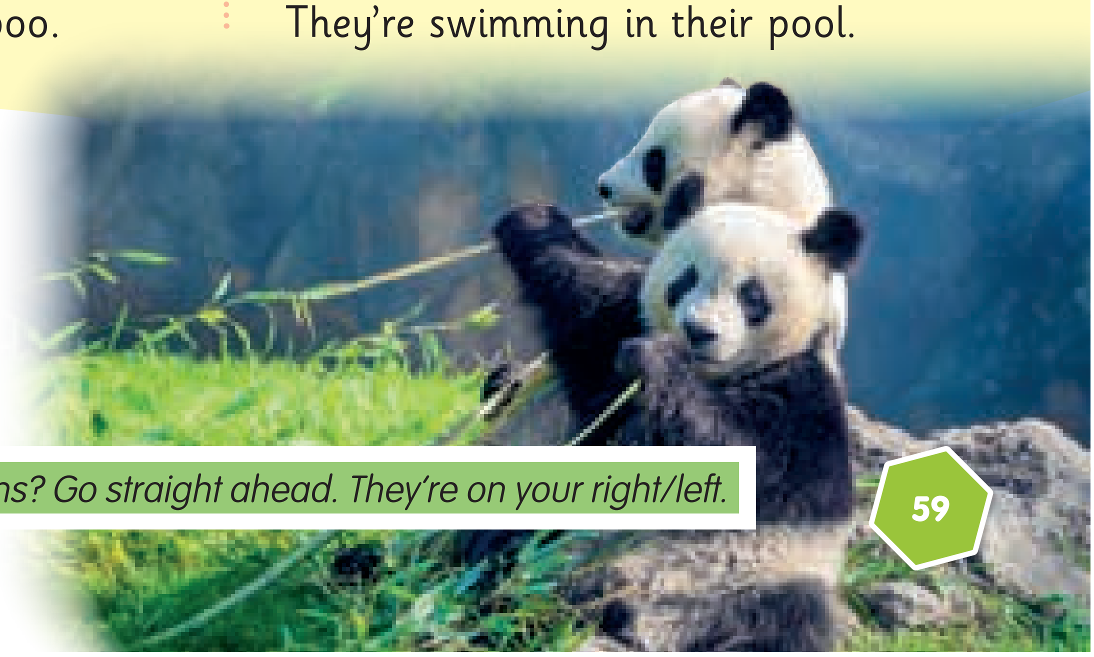


1 Hippos are short animals. **True/False**
2 Hippos live in the desert. **True/False**
3 Hippos find food at night. **True/False**
4 Hippos like to eat grass. **True/False**
5 Hippos can live up to 100 years. **True/False**

7 Sing

Hurray! We're having a
lovely time at the zoo today!
Let's watch the pandas.
What are they doing?
They're eating bamboo.

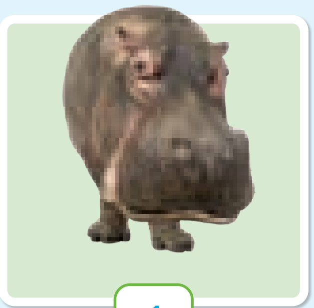
Hurray! We're having a
lovely time at the zoo today!
Let's watch the penguins.
What are they doing?
They're swimming in their pool.

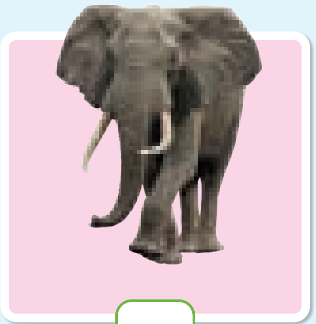


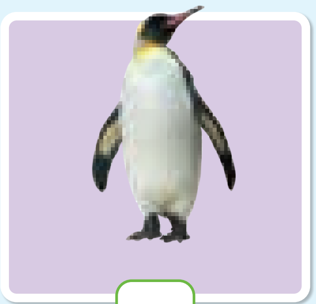
Language:
Where are the lions? Go straight ahead. They're on your right/left.

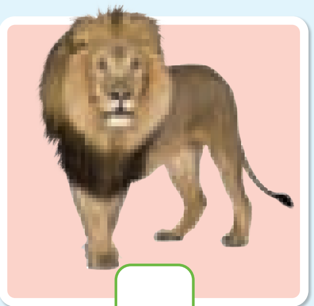
Reading: Animals and their habitats

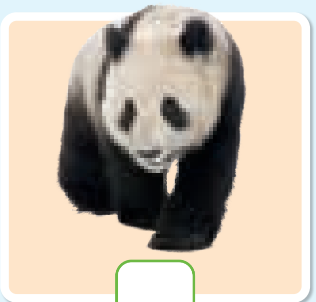
1 Match the animals to their habitat (three animals have the same habitat)

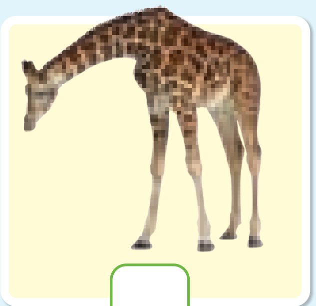

1












1 lake


2 sea


3 grasslands


4 bamboo forest

2 Ask and answer

Tip!
habitat = where an animal lives
The panda's **habitat** is the bamboo forest.





Math:

Fractions

All the animals at the zoo

3 Read and listen. How many elephants, hippos, giraffes, and pandas are there?

There are 16 animals at the zoo. **Half** ($\frac{1}{2}$) the animals are elephants. One-fourth ($\frac{1}{4}$) of the animals are giraffes and one-eighth ($\frac{1}{8}$) of the animals are pandas and hippos.



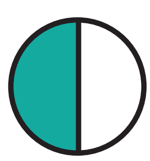
Tip!

A **fraction** is a part of a whole. Look at the red part of the circle: it is **half** of the whole.



4 Look and color the fractions

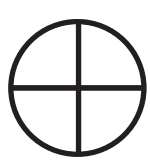
1 Color 1/2 (a half)



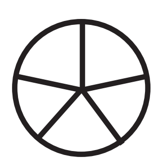
2 Color 1/3 (a third)



3 Color 1/4 (a fourth)



4 Color 1/5 (a fifth)



Environmental responsibility

1 Circle the things for a happy Earth


planting


recycling


waste sorting

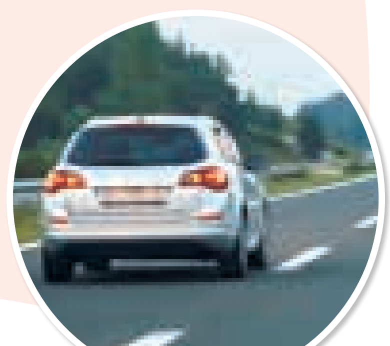

polluting the river


Happy Earth

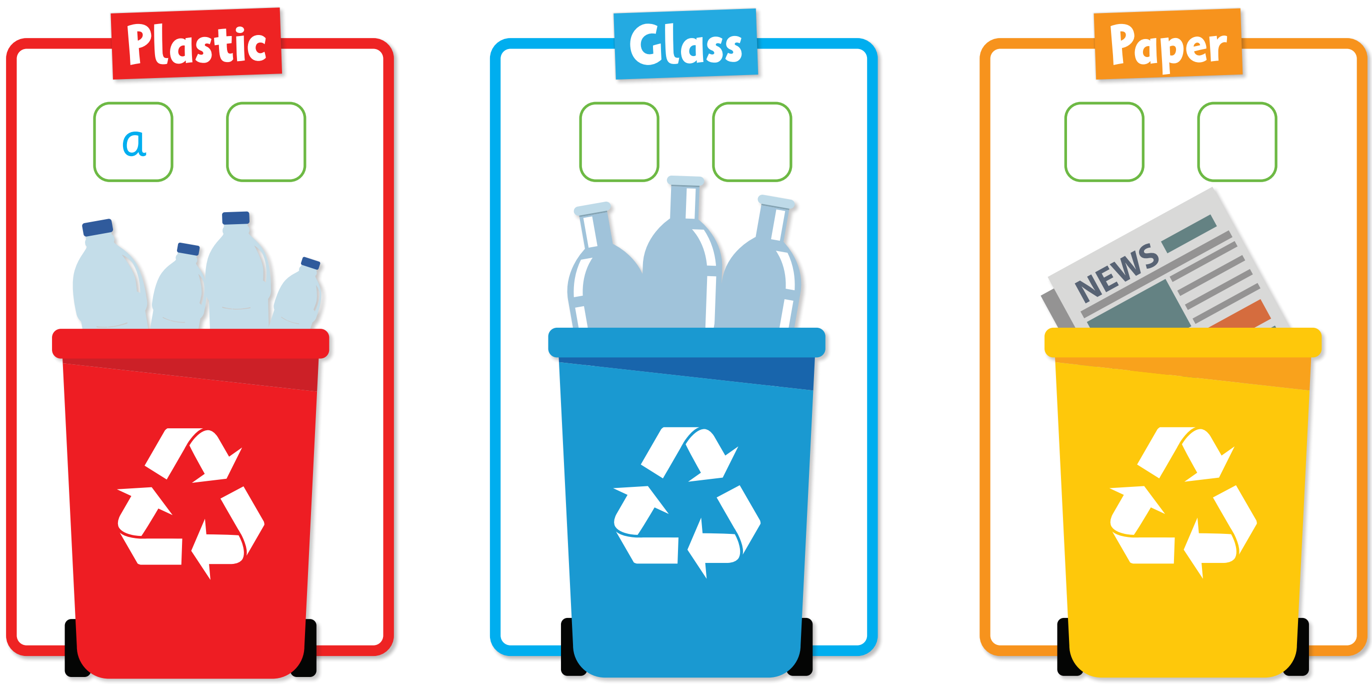

polluting cities


reusing


riding a bike


going by car

2 Recycle in the correct bin. Write the letters





3 Ask and answer about yourself



Vocabulary:

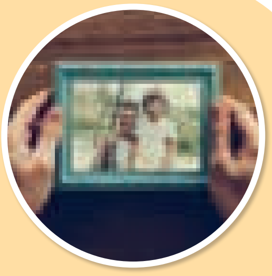
sort, plant, reuse, recycle, pollute, plastic, glass, paper

Learn sounds with Busy Bee! ph wh

1 Listen and repeat

ph

photo



elephant



wh

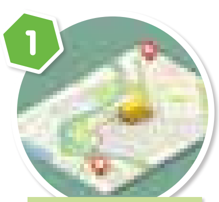
white





whale

2 Look and write *ph* or *wh*



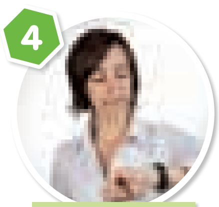
1 _ _ ere



2 ele _ _ ant



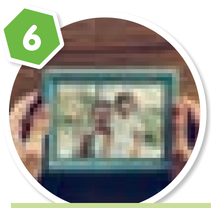
3 _ _ ite



4 _ _ en



5 _ _ ale



6 _ _ oto

3 Listen and count the syllables

El-e-phant. That's 3 syllables!

1 syllable	2 syllables	3 syllables
....	....	....
....	....	....
....	....	....
....	....	....

Phonics: the *ph* and *wh* sounds

a b c d e f g h i j k l m
n o p q r s t u v w x y z

Learn to write with Busy Bee!

4 Read and trace

1. I saw a photo of a gray dolphin.
2. The whale is blue and white.
3. Where is the elephant?



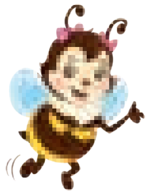
5 Read about the lion. Then draw and write about another animal

The lion is big and brown. It lives in the grasslands in Africa. It eats meat.



The ______________ is ______________ and ______________.

It lives ______________. It eats ______________.



Project:
Zoo animal puppet

You will need:



an animal template | felt | colored pens | a black marker pen | glue





1 How to make your animal puppet

1 Trace the template on your felt.
2 Carefully cut out the pieces for your puppet.
3 Stick the pieces together.
4 Draw the eyes and other details with a pen.
5 Your puppet is now ready to play with. Play with your friends.

Show and tell

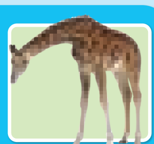
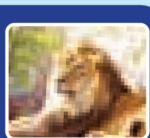
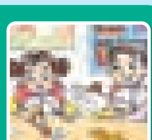
2 Show and tell



Self-Assessment

Language: *This is my rabbit. It is white and beautiful.*

Read and color the stars that describe your effort

Reading and speaking 	I can read a text on zoo animals with the help of my teacher. ☆	I can ask and answer about animals. ☆☆	I can talk about my favorite zoo animal, how it looks, and where it lives. ☆☆☆
Writing 	I can finish sentences with words to make complete sentences. ☆	I can write sentences on a zoo animal. ☆☆	I can write a simple text on my favorite zoo animal. ☆☆☆
Phonics p h w h	I can read words with the *ph/wh* sounds. ☆	I can write words with *ph/wh* sounds. ☆☆	I can write sentences with words that have *ph/wh* sounds. ☆☆☆
Math: fractions 	I can read and understand simple fractions. ☆	I can read and calculate simple fractions. ☆☆	I can calculate simple fractions and apply them to things around me. ☆☆☆
Environmental responsibility 	I can identify positive and negative actions to protect the Earth. ☆	I can identify positive and negative actions to protect the Earth, and say the actions I like to do to protect the Earth. ☆☆	I can identify positive and negative actions to protect the Earth, and suggest other actions to protect the Earth. ☆☆☆
Project 	I can work with my group to make an animal puppet. ☆	I work with my group to make an animal puppet and give ideas to make it better. ☆☆	I work with my group to make an animal puppet, and give ideas to make it better. I talk about it in complete sentences. ☆☆☆

Unit 6 Let's go to the circus!

Lesson 1

1 Look, listen, and read

Hany and Hana are at the circus. Grandpa forgot his glasses.

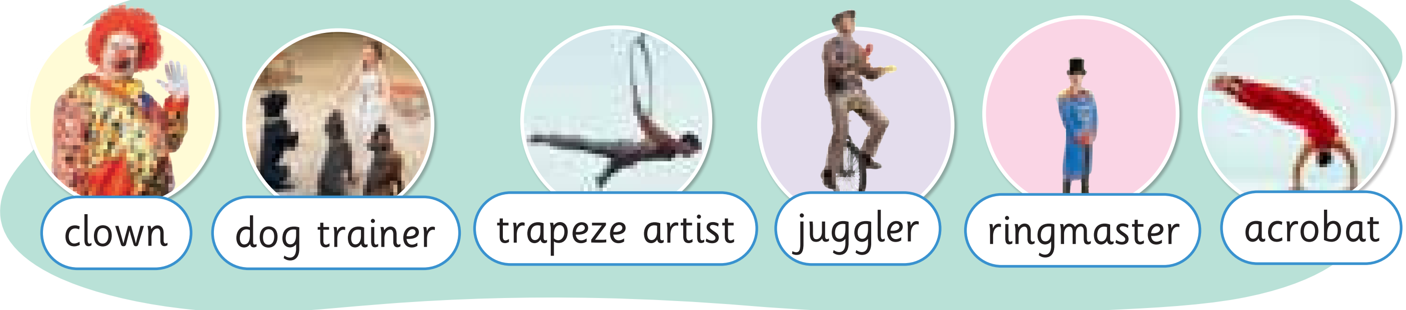


2 Why can't Grandpa see the clown well?

Listening and speaking

3 Listen, point, and say

What do they look like?



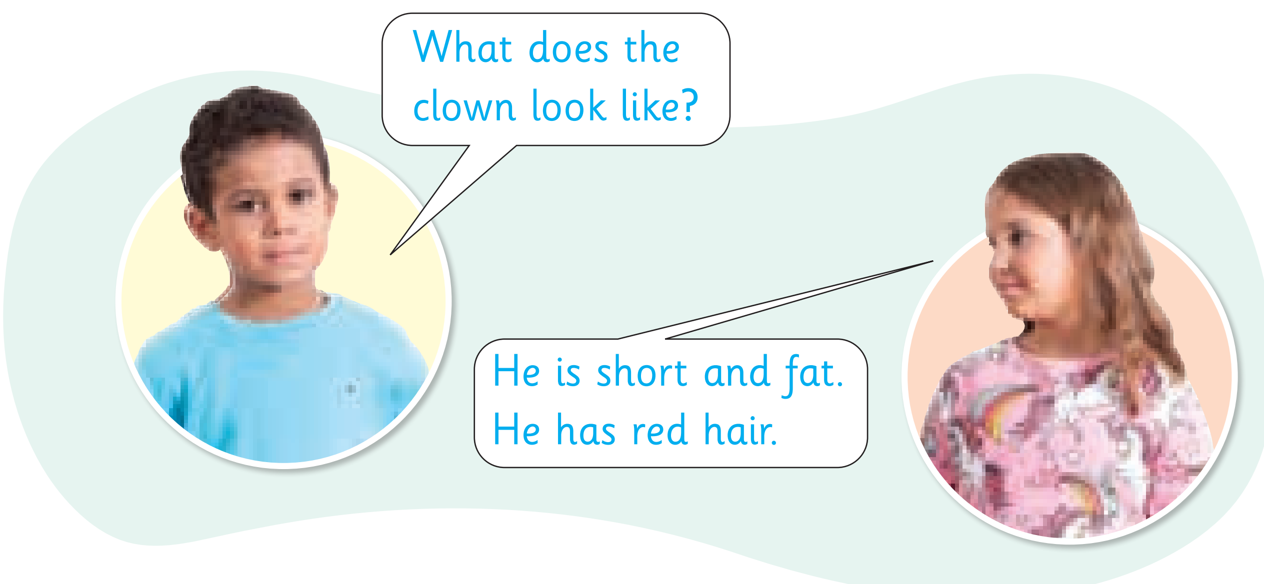
4 Look at the people in Exercise 3 again. Read and complete

1 The clown is short and fat.
2 The ________ is young. She is wearing white.
3 The ________ is wearing blue.
4 The ________ is tall and thin. He is wearing red.
5 The ________ is young and thin. He has short hair.
6 The ________ is old and thin.



Vocabulary:
acrobat, circus, clown, dog trainer, juggler, ringmaster, tent, trapeze artist

5 Look at the people in Exercise 3 again and say

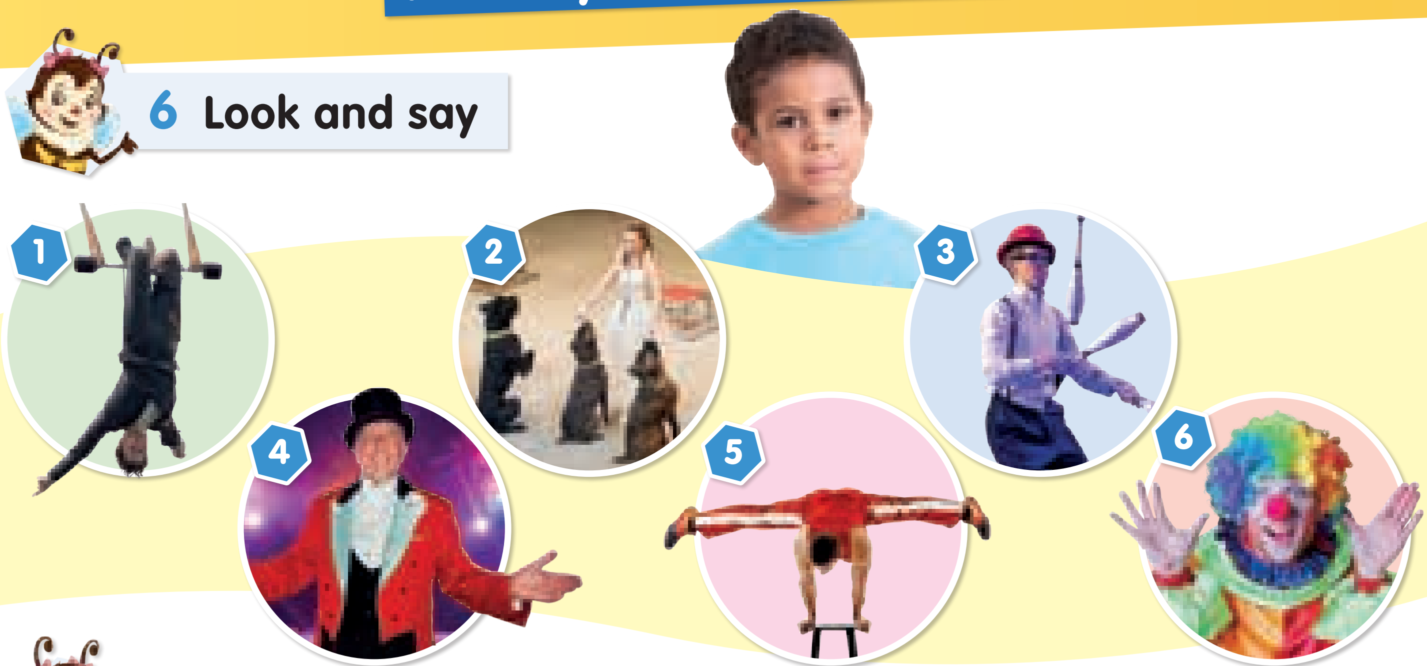


Art:

Performing art

Who is your favorite circus person?

6 Look and say



7 Read and match

1. The clown
2. The dog trainer
3. The trapeze artist
4. The acrobat
5. The ringmaster
6. The juggler

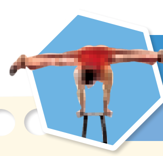
A. is very funny.
B. can jump and move his body.
C. loves animals.
D. talks to everyone at the circus to say what is happening.
E. can throw rings and balls.
F. can fly above us.

8 Tell your partner. Who is your favorite circus person? Why?

I love the clown because he's very funny!



9 Write about yourself

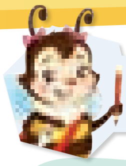


Values: *Appreciation of art and skill*

I love the

Math:

Finding information on a graph



10 Read and complete the tally chart for Reem's circus

Hi! My name is Reem. I'm at the circus.
There are some people at the circus.
There's one ringmaster, there are 5 acrobats,
there are 7 dog trainers, there are 6 clowns,
there are 8 trapeze artists, and 4 jugglers.

Reem





Tally chart

circus person	number of people
clowns	卌 I
acrobat	
dog trainers	
trapeze artists	
jugglers	
ringmasters	

Tip!

When we make the plural form of two-word nouns, we only add an *s* to the second word.

dog**s** trainer ✗ dog trainer**s** ✓

trapeze**s** artist**s** ✗ trapeze artist**s** ✓



11 Look and say

How many clowns are there?

There are six clowns.





Math: Quadrilaterals

1 Listen and read

Here are 3 shapes:



A **square** has 4 **sides**. All the sides are equal. It has 4 right angles and 4 **corners**.



A **rectangle** has 2 long sides and 2 short sides. It has 4 right angles and 4 corners.



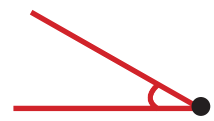
A **rhombus** has 4 equal sides. It has 4 angles, but they are sometimes different. It has 4 corners.

Tip!

A quadrilateral is a shape with four sides.

Tip!

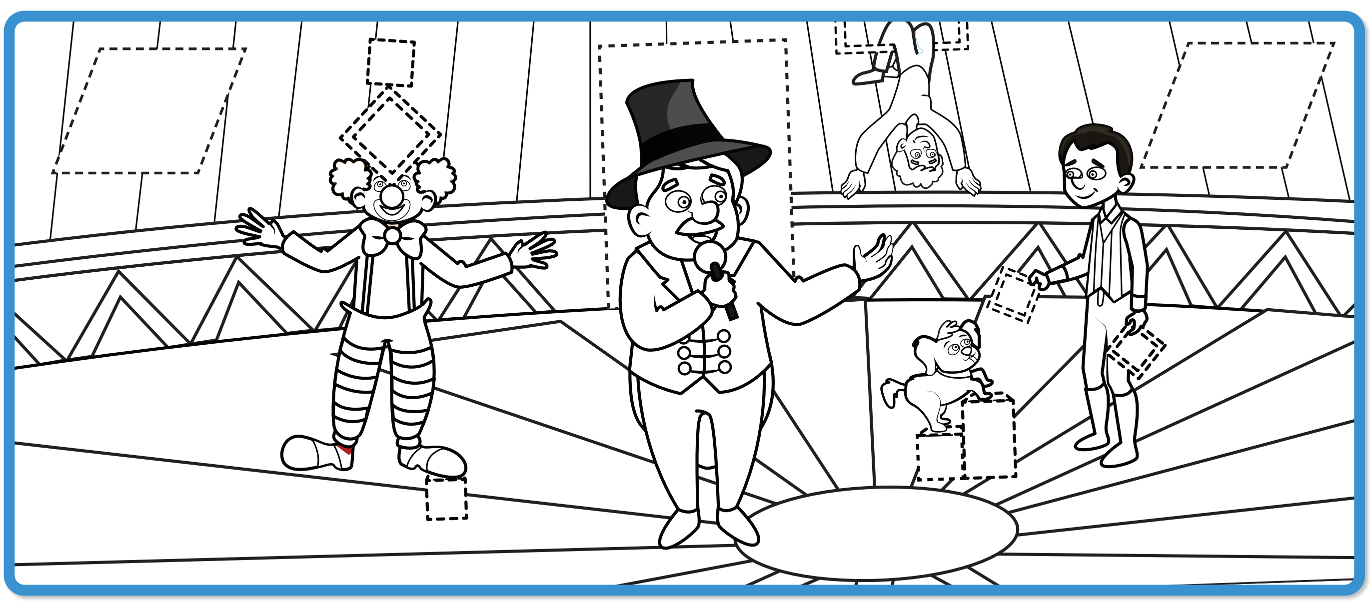
An '**angle**' is when two lines meet:



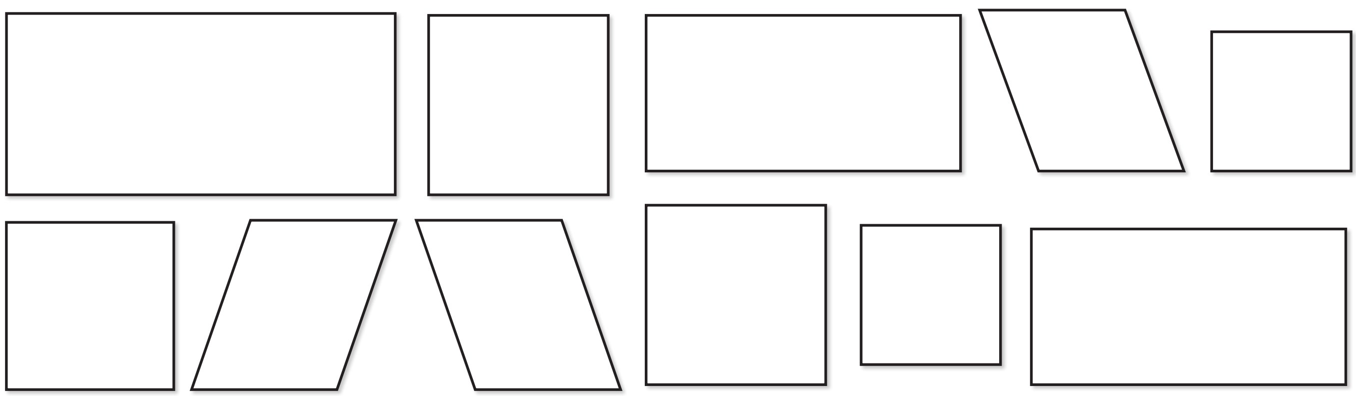
A right angle is 90 degrees:



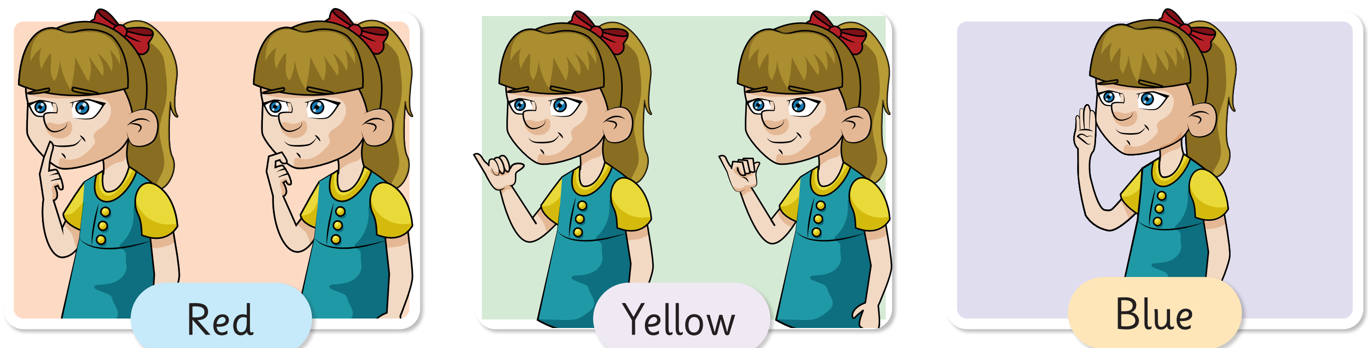
2 Find and trace 6 squares, 2 rectangles, and 2 rhombuses in the circus



3 Look and color the squares blue, the rectangles red, and the rhombuses yellow



4 Look and see how we say ***blue***, ***red***, and ***yellow*** in American sign language (ASL). Say the colors in ASL with your friends



5 Work with a partner. Find quadrilaterals in your classroom then ask and answer about them



Vocabulary:
quadrilaterals, square, rectangle, rhombus, angle, side, corner

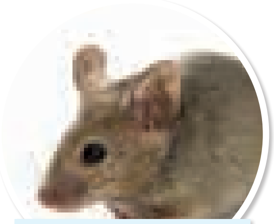
Learn sounds with Busy Bee!

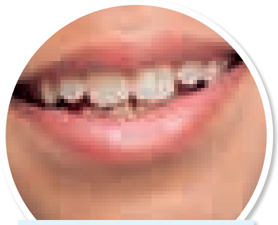
o u o w

Lesson 3 Unit 6

1 Listen and read. Then say


cloud


mouse


mouth


pound


clown


cow


flower

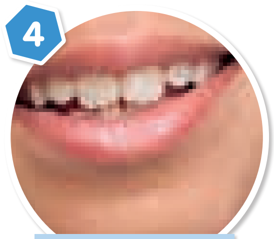
2 Look and complete the words

3 Look and say

1 
cl _ _ n

2 
p _ _ nd

3 
m _ _ se

4 
m _ _ th

5 
cl _ _ d

6 
fl _ _ er

7 
c _ _

a b c d e f g h i j k l m
n o p q r s t u v w x y z

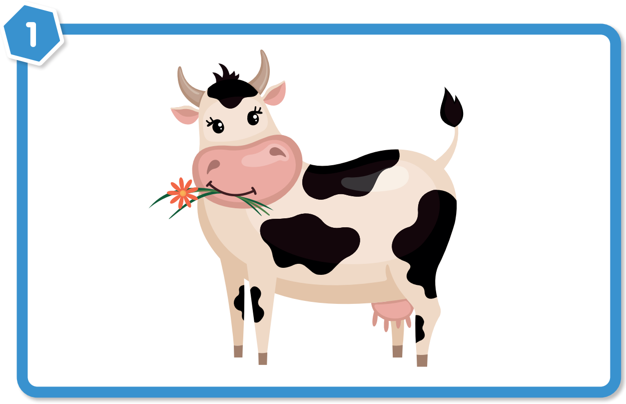
Learn to write with Busy Bee!

Unit 6

4 Look, trace, and complete

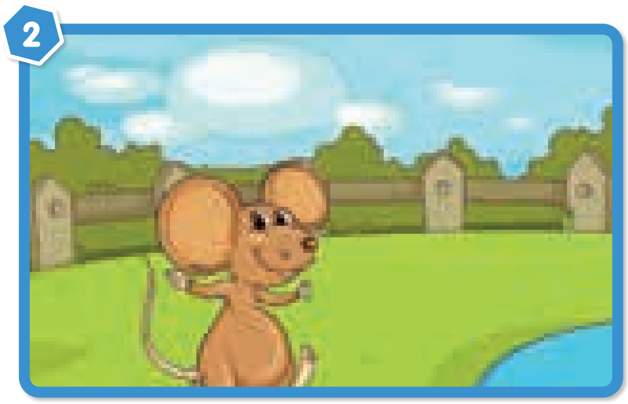
5 Listen and check

1



The __________ has a flower in its __________.

2



The __________ is under a __________.

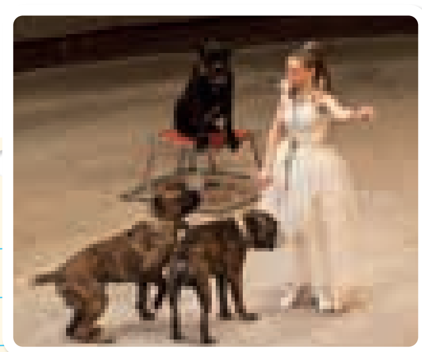
6 Look at the picture and read

The clown is young and fat. He is at the circus. He is very funny.



7 Write sentences. Use the words in the box if you want

dog trainer   tall   young   circus

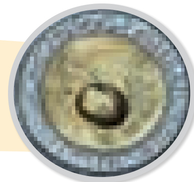


Science: The scientific method

Lesson 4 Unit 6

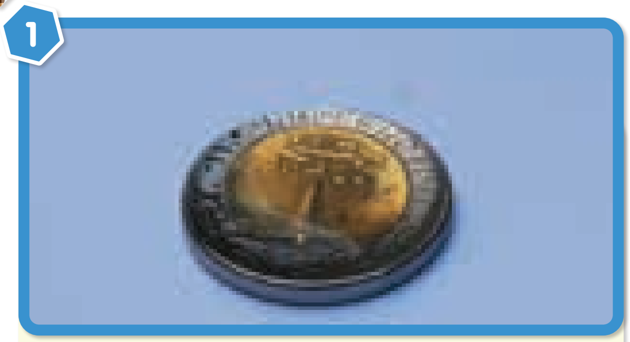
1 Read and think

How many **drops** of water can you put on a pound **coin**?



2 Listen and read

1



Put a pound coin on your desk. **Guess** how many drops of water the coin holds.

2



Put drops of water on the coin. Count the drops.

3



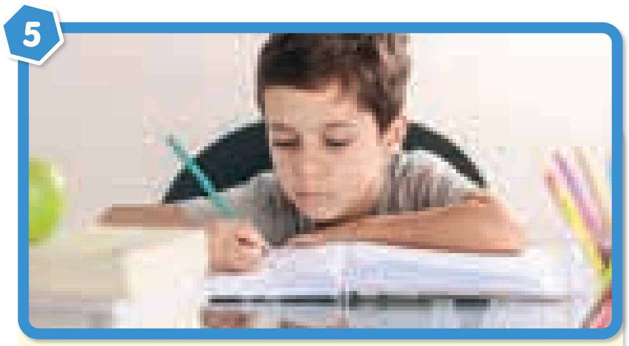
Write the number.

4



Dry the **coin** with a **cloth**. Do the **experiment** again.

5



When there is water on all the coin, stop. Write the number of drops.

6



Check your answers with a partner.

3 It's your turn. Work with a partner. Look and complete

You will need:

1

water drops

2

....

3

....

4

....

4 Try and write

Guess

number of drops

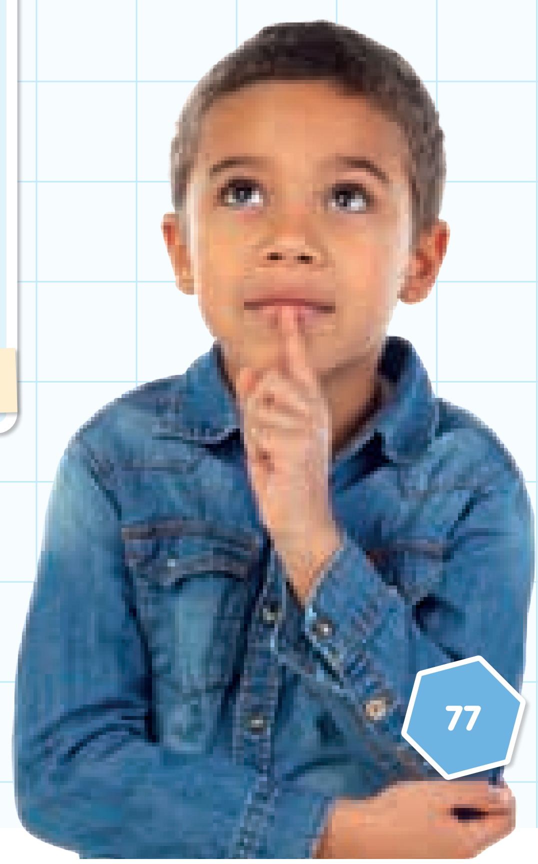
....

Check

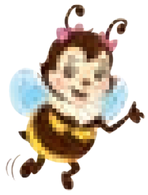
number of drops

....

5 What happens if the two numbers are different?



Vocabulary:
drop, coin, cloth, experiment, guess, check



Project: Shapes picture

You will need:



a big piece of white or black paper



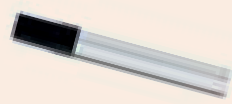
colored paper



scissors



glue

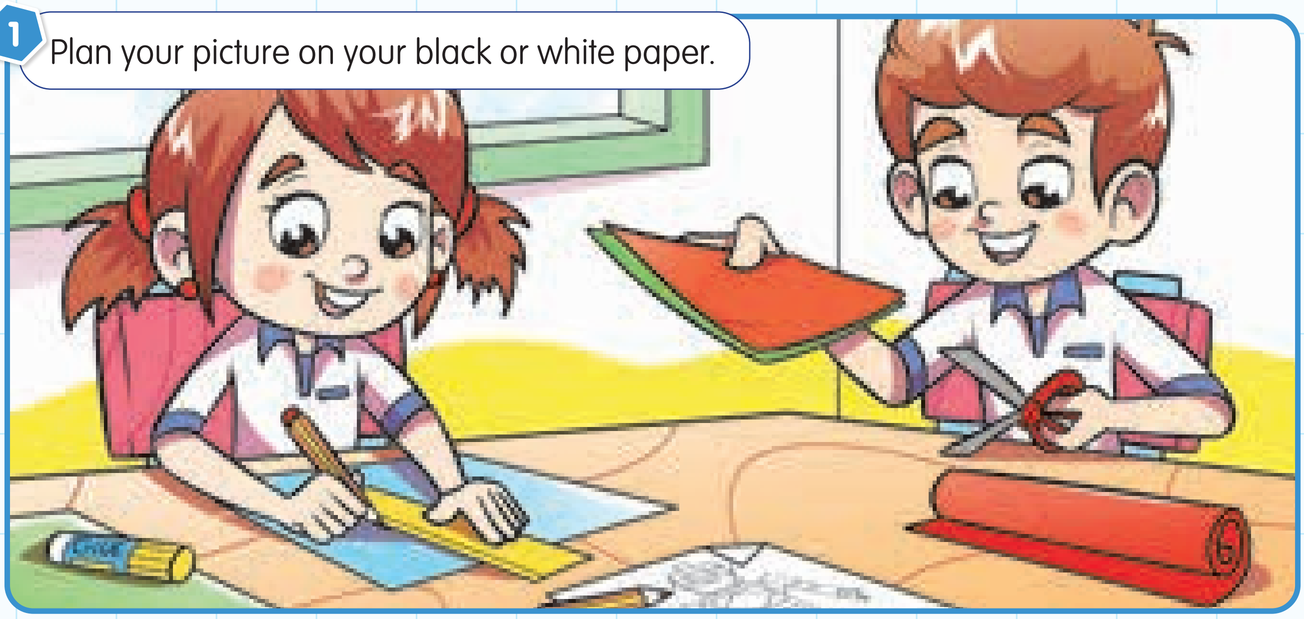


a black pen

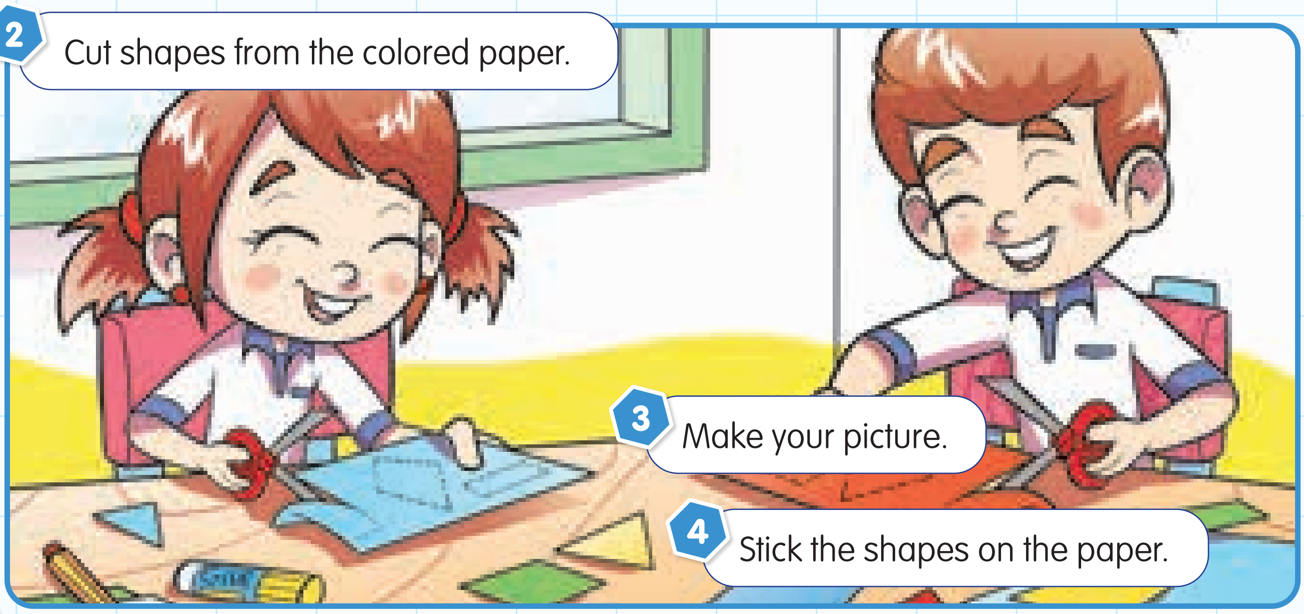


1 How to make your shapes picture

1. Plan your picture on your black or white paper.



2. Cut shapes from the colored paper.

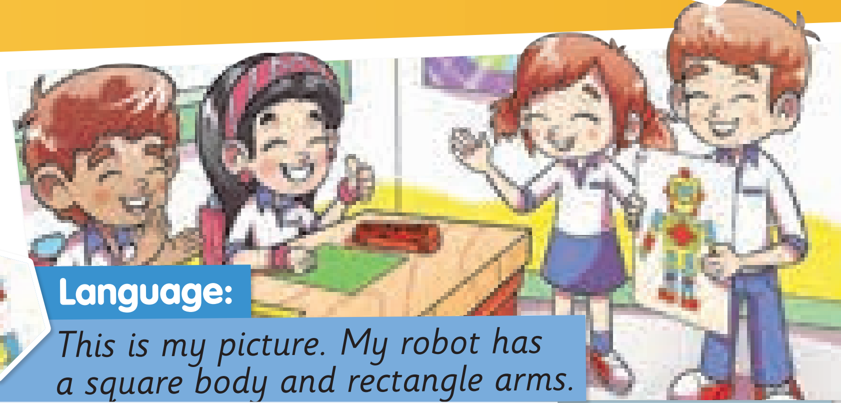


3. Make your picture.
4. Stick the shapes on the paper.

Show and tell

Unit 6

2 Show and tell



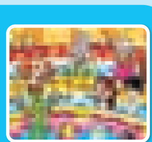
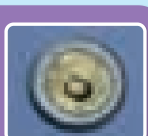
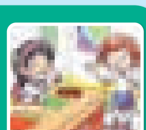
Self-Assessment



Language:

This is my picture. My robot has a square body and rectangle arms.

Read and color the stars that describe your effort

Reading and speaking 	I can read about people at the circus. ☆	I can describe people at the circus. ☆☆	I can talk about my favorite person at the circus. ☆☆☆
Writing 	I can finish sentences with words to make complete sentences. ☆	I can write simple sentences about circus people. ☆☆	I can describe simply my favorite circus person. ☆☆☆
Phonics o u o w	I can read words with *ou/ow* sounds. ☆	I can write words with *ou/ow* sounds. ☆☆	I can write sentences with words that have *ou/ow* sounds. ☆☆☆
Math 	I can identify simple quadilaterals. I can complete a tally chart with my teacher's help. ☆	I can say the differences between some quadrilaterals. I can complete a tally chart. ☆☆	I can say why some quadrilaterals are different. I can ask and answer questions about the information in a bar chart. ☆☆☆
Science 	I can put the steps of an experiment in order. ☆	I can guess the result of an experiment and check the result again. ☆☆	I can guess the result of an experiment, check the result again, and talk about it. ☆☆☆
Project 	I work with my group to make a shape picture. ☆	I work with my group to make a shape picture and say ideas to make it better. ☆☆	I work with my group to make a shape picture, say ideas to make it better, and talk about it to my class. ☆☆☆

Review 2

Lesson 1

1 Listen and point

2 Play and say





3 Read and color the correct pictures of Waleed's circus trip



Hi Grandma! I'm very excited. I'm at the circus. I can see a short, fat clown. There's an old ringmaster – he's very funny. There's a young dog trainer. The dogs are very funny! The juggler is next to the ringmaster – the show is beginning! Bye!










4 Point and say



Lesson 2

Review 2



1 Look and complete with the words in the box

fantastic
pandas
~~going~~
Let's
next to
straight
turn
we



Hany: We're at the zoo – hurray! How about ___going___ to see the giraffes?

Amira: Great idea! They are ____________ the elephants.

Hany: How do ____________ get there?

Amira: Go ____________, then ____________ right.

Hany: OK, thank you! ____________ go!

Amira: And after the giraffes, can we see the hippo? It's across from the ____________.

Hany: Yes, ____________!

2 Listen and check

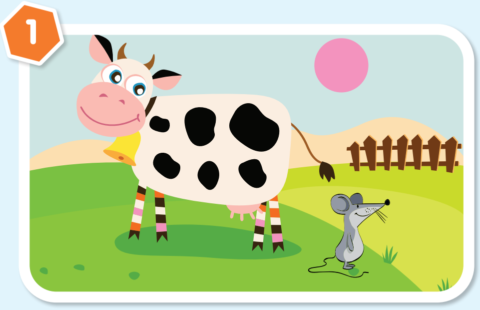
Revision of vocabulary and writing from Units 4-6

3 Listen and write

air/ear	*ph/wh*	*ou/ow*
1 h _ _ _	**5** e _ _ _ _ _ _ _	**9** c _ _ _ _
2 e _ _	**6** w _ _ _ _	**10** c _ _ _ _
3 c _ _ _ _	**7** p _ _ _ _	**11** m _ _ _ _
4 b _ _ _ _	**8** w _ _ _	**12** c _ _

4 Look and write. Then say

1



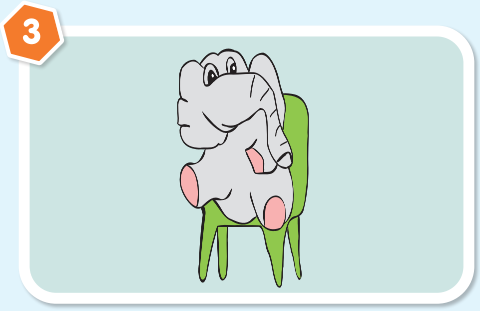
I can see a _ _ _ _ _ and a _ _ _ in a field.

2



There's a _ _ _ _ _ in the _ _ _ _ _ _ with me.

3



There's an _ _ _ _ _ _ _ _ sitting on a _ _ _ _ _.

5 Listen and check

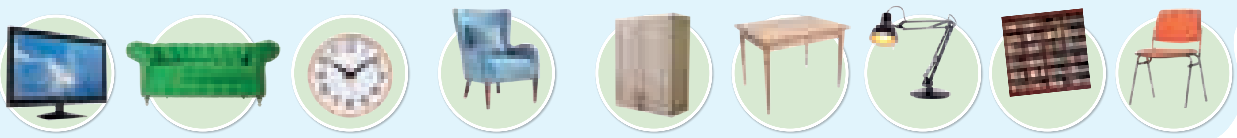
Review 2

Self-Assessment

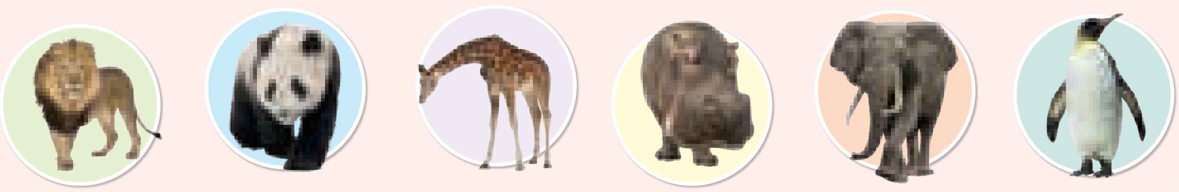
Now I can…

1 Look and check what you can say

1 say furniture. ☐



2 say zoo animals. ☐



3 talk about a circus. ☐



4 say these sounds. ☐

air ear ow

ph ou wh

Teacher assessment ☐ ☐ ☐ ☐